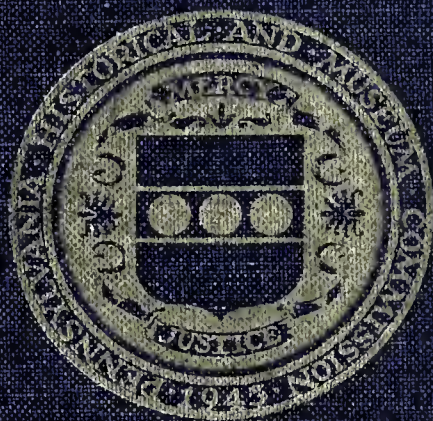


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M. CAREY THOMAS



*History of Higher Education*  
*in*  
*Pennsylvania*

BY

SAUL SACK

University of Pennsylvania

VOLUME TWO

COMMONWEALTH OF PENNSYLVANIA

THE PENNSYLVANIA HISTORICAL AND MUSEUM  
COMMISSION

Harrisburg, 1963

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## CHAPTER XVIII

### *Medical Education and Allied Fields*

#### I. MEDICINE

**Allopathic Schools.** Proposals to deliver a series of medical lectures in Philadelphia, to be paid for by the Proprietary government, had been made as early as 1717 by Dr. Cadwallader Colden to James Logan, secretary to William Penn.<sup>1</sup> It was, however, reserved to Dr. William Shippen to offer the first formal medical lectures given in the English colonies, when he commenced instruction in anatomy and midwifery in Philadelphia to a class of ten students in 1762.<sup>2</sup> The formation of the first organized medical school in America did not, however, come about until 1765, when Dr. John Morgan, fortified by letters of recommendation from Thomas Penn, James Hamilton, and Richard Peters, presented himself to the trustees of the College, Academy and Charitable School of Philadelphia requesting that he be appointed "Professor of the Theory & Practice of Physick." The trustees, after duly weighing the letters and the proposal and "entertaining a high Sense of Dr. Morgan's Abilities, & the Honors paid to him by different Learned Bodies & Societies in Europe," unanimously consented to his appointment.<sup>3</sup>

This marked the beginning of the medical school of the University of Pennsylvania. A few months later Dr. William Shippen reminded the trustees that "The Institution of Medical Schools in this Country has been a favorite object of my Attention for Seven Years past, and it is three years since I proposed the Expediency & Practicability of teaching Medicine in all its Branches, in this City, in a public Oration read at the *State House*, introductory to my first Course of Anatomy." He asked to be appointed "Professor of Anatomy & Surgery in this Seminary." Again the trustees unanimously signified their approval of the new professor.<sup>4</sup> Two years later rules were adopted for the conferring of the degrees of Bachelor of Physic and Doctor of Medicine.<sup>5</sup>

<sup>1</sup> Wood, *University of Pennsylvania*, 40.

<sup>2</sup> Watson, *Annals*, II, 376-77; Cheyney, *University of Pennsylvania*, 98.

<sup>3</sup> C.A.C., Minutes of Trustees, I, May 3, 1765, pp. 288 ff.

<sup>4</sup> *Ibid.*, September 23, 1765, p. 298.

<sup>5</sup> *Ibid.*, May 12, 1767, pp. 319-20.

In 1768, three years after the opening of the medical school, the "Birth-Day of Medical Honors in America" was celebrated by the conferring of the first medical degrees in course upon five graduates in accordance with the regulations previously adopted.<sup>6</sup>

As the enrollment and prestige of the medical school increased, new professorships were added. Dr. Adam Kuhn was elected "Professor of Botany & Materia Medica" in 1768. Dr. Thomas Bond was urged by both the "Trustees and Professors to continue his Clyrical Lectures at the Hospital, as a Branch of Medical Education, judged to be of great Importance & Benefit to the Students." The following year Dr. Benjamin Rush was appointed to the newly created chair of chemistry in recognition of his "Character as an able *Chemist*."<sup>7</sup> Nor did the political upheaval which transformed the College, Academy and Charitable School into the University of the State of Pennsylvania break the continuity or disrupt the work of the medical school. One of the first acts of the trustees of the university was "to request the several medical Professors . . . to proceed in their lectures as heretofore." In fact, the first degree conferred by them was the Bachelor of Medicine degree upon John Foulke, who had "heretofore been examined by the Trustees of the College and Found to be duly Qualified."<sup>8</sup>

By 1792 so widespread had the reputation of the medical school become that the trustees found it possible to inform the legislature that its usefulness was extending beyond the confines of the city and the State to the whole continent. "Nay more as we have Reason to flatter Ourselves to our Neighbours of the West India Islands and we have reason to hope for the Honour and Emolument of dispensing the Knowledge of Medicine to the whole Western World."<sup>9</sup> However, the monopoly, which the school had so long enjoyed and which as late as 1825 still resulted in the university's training about 20 per cent of all the medical students in the country,<sup>10</sup> could not endure. The medical school was already beginning to feel the effects in 1819 of

<sup>6</sup> *Ibid.*, June 21, 1768, pp. 336-37; *Hazard's Register*, III (September 6, 1828), 128.

<sup>7</sup> C.A.C., Minutes of Trustees, I, January 26, May 17, 1768, pp. 333, 336; II, August 1, 1769, p. II.

<sup>8</sup> U.S.P., Minutes of Trustees, III, December 8, 1779, p. 25; April 24, 1780, p. 60.

<sup>9</sup> Draft of Speech to Legislature, December 13, 1792, University Papers, II, 32, University of Pennsylvania Archives.

<sup>10</sup> Frederick P. Henry (ed.), *Standard History of the Medical Profession of Philadelphia* (Chicago, 1897), 152; Richard H. Shryock, "A Century of Medical Progress in Philadelphia: 1750-1850," *Pennsylvania History*, VIII (January, 1941), 27.

the competition offered by schools recently established at Boston, New York, and Baltimore, and it was speculating as to the possible consequences to its enrollment of the projected University of Virginia.<sup>11</sup> Private, unincorporated ventures like the Philadelphia School of Anatomy, founded by Dr. Jason Lawrence in 1820 as the Philadelphia Anatomical Rooms, continued in 1823 by Dr. John Godman, and existing almost uninterruptedly until its dissolution in 1875,<sup>12</sup> vied with the university for the patronage of the available medical students. But it was not until 1824 that the hegemony of the medical school of the University of Pennsylvania was seriously challenged by the establishment in Philadelphia of the medical department of Jefferson College.

A communication from a group of Philadelphia physicians dated June 2, 1824, declaring that they had formed themselves into a medical faculty in the belief "that the establishment of a second medical school in the City of Philadelphia will be advantageous to the public, not less than to themselves" and suggesting organic connection with Jefferson College, led to the founding of Jefferson Medical College. Responding favorably to the proposal, the trustees resolved "that it is expedient to establish in the City of Philadelphia a medical Faculty as a constituent part of Jefferson College, to be styled the Jefferson Medical College." A faculty was elected, consisting of a "Professor of

<sup>11</sup> John Andrew Coxe, Dean of Medical School, to Trustees, March 8, 1819, University Papers, XI, 11.

<sup>12</sup> William W. Keen, *The History of the Philadelphia School of Anatomy . . .* (Philadelphia, 1875), 4, 32; John D. Godman, *Analytic Anatomy, A Lecture Introductory to a Course . . .* (Philadelphia, 1824), 18 ff.; John D. Godman, *Monitions to the Students of Medicine, 1824-25* (Philadelphia, 1825), 1 ff.; John D. Godman, *Anatomy Taught by Analysis, 1825-26* (Philadelphia, 1826), 1 ff. These pamphlets are all in the Historical Society of Pennsylvania.

From time to time similar schools sprang up without legal sanction, such as the New Oxford College and Medical Institute, New Oxford, Pennsylvania, c. 1845; the Surgical Institute of Philadelphia for the Practical Training of Medical Students; the Obstetric Institute of Philadelphia; the Independent Medical School of Philadelphia; and the Pennsylvania Academy of Medicine. Aaron Sheely, "New Oxford College and Medical Institute," *PRSPI*, 1877, p. 7; John T. Reily (pub.), *History and Directory of the Boroughs of Gettysburg, Oxford, Littlestown, York Springs, Berwick and East Berlin, Adams County, Pa., with Historical Collections* (Gettysburg, 1880), 59; Charles S. Diller, "College on the Turnpike: New Oxford College and Medical Institute" (unpublished manuscript, 1949, in Adams County Historical Society, Gettysburg), 2; Surgical Institute, *Catalogue* (1849), 3; Obstetric Institute, *Catalogue* (1851), 1; *Voluntary System of Medical Education, Instituted by the Independent Medical School of Philadelphia* (Philadelphia, 1854), 3-4, 5; Pennsylvania Academy of Medicine, *Catalogue* (1855), 2-3. The catalogues are in the Historical Society of Pennsylvania.

Surgery," a "professor of the Theory and practice of medicine," a "professor of Theory & Pract. & Clin. Med." and a "Professor of Chemistry, Mineralogy, and Pharmacy."<sup>13</sup> Though operating under the charter of the college, the medical school, like its predecessor at the university, was to be essentially proprietary in nature.<sup>14</sup> Its professors were to have the unprecedented prerogative of nominating additions or replacements to their ranks who were to be appointed by the trustees. The school was to have no claim on the funds of the college. At the same time its finances were to be administered by the faculty, and the profits accruing from its operations distributed among them. Diploma fees, similar to those exacted from the undergraduates of the college, were to be paid to the trustees.<sup>15</sup>

To effect some measure of local control, the trustees resolved to petition the legislature to appoint ten resident members in Philadelphia to supervise the medical department.<sup>16</sup> Although the university offered considerable opposition to the new enterprise, claiming "that the contemplated location of the medical department of Jefferson College is required by no public necessity, and will be followed by very injurious consequences," the General Assembly enacted legislation in accordance with the petition of Jefferson College.<sup>17</sup> Even prior to the resolution of the controversy classes were commenced in November, 1825.<sup>18</sup> A few months later the trustees resolved to confer the degree of Doctor of Medicine on twenty-four men in the event they passed

<sup>13</sup> Jefferson College, Minutes of Trustees, I, June 29, 1824, p. 108.

<sup>14</sup> Abraham Flexner, *Medical Education in the United States* (New York, 1910), 41 ff.

<sup>15</sup> Jefferson College, Minutes of Trustees, I, June 29, 1824, pp. 108 ff. The same kind of arrangement with respect to the monetary affairs of the medical school existed at the University of Pennsylvania, where the faculty was remunerated for its services by the tuition paid by the students. C.A.C., Minutes of Trustees, I, May 12, 1767, p. 320. Matriculation and diploma fees required of medical students were appropriated by the trustees and by the provost and vice-provost, respectively. U.P., Minutes of Trustees, VI, June 21, 1811, pp. 24 ff. Further, the medical faculty was obliged to pay an annual rental "for the Medical Hall and such other accommodations as they are now allowed." University Papers, VIII, 32, 33 (November 20, December 1, 1815).

<sup>16</sup> Jefferson College, Minutes of Trustees, I, December 29, 1825, p. 110.

<sup>17</sup> U.P., Minutes of Trustees, VII, January 19, 26, February 8, 1826, pp. 137-140 ff.; *The Memorial of the Medical Faculty of Jefferson College, in Reply to the Memorial of the Trustees of the University of Pennsylvania* (Philadelphia, 1826), 1 ff., Library, Jefferson Medical College, Philadelphia; Act of April 7, 1826, Pennsylvania, *Laws, 1825-1826*, p. 232.

<sup>18</sup> George McClellan, *Introductory Lecture on the Opening of the First Course of Lectures in the Medical Department of Jefferson College, November, 1825* (Philadelphia, 1825), in Library, Jefferson Medical College, Philadelphia.



"an approved examination by the medical professors in the City of Philadelphia." In April of the same year (1826) the college was informed by the medical faculty that consistent with the resolution of February 8, 1826, the Doctor of Medicine degree had been conferred on nineteen graduates of their department.<sup>19</sup>

Possibly reflecting the stormy climate surrounding its birth, the medical school traversed an initial course that was beset by dissension and schism. It had scarcely experienced a year of hesitant progress before charges and countercharges were leveled against each other by members of the faculty, and predictions of an early demise were forecast.<sup>20</sup> Two years later (1828) the trustees at Canonsburg, acting on the recommendation of their co-members at Philadelphia, dismissed the entire medical faculty and appointed new ones in their stead.<sup>21</sup> Nor did relations between the faculty and trustees improve substantially over the passing years. In 1834 the latter body appointed a committee "to correspond with the Medical Faculty . . . on the subject of their arrears due this Institution."<sup>22</sup> A final solution to the problem was effected when Jefferson Medical College achieved separate and independent existence by virtue of an act of incorporation passed by the State legislature in 1838.<sup>23</sup>

The termination of the University of Pennsylvania's monopoly on medical education in Pennsylvania seemed to release a veritable tide of new ventures.<sup>24</sup> These ran the gamut from chartered to unchartered, from allopathic to homeopathic, and from "regular" to "irregular."

<sup>19</sup> Jefferson College, Minutes of Trustees, I, February 8, April 26, 1826, p. 110.

<sup>20</sup> Francis A. Beattie, *Statement of the Proceedings on the Part of . . . Jefferson Medical College Against Francis A. Beattie, M. D., Professor of Obstetrics and the Diseases of Women and Children . . .* (Philadelphia, 1826), in Library, Jefferson Medical College.

<sup>21</sup> Jefferson College, Minutes of Trustees, I, September 24, 1828, p. 120.

<sup>22</sup> *Ibid.*, II, March 27, 1834, pp. 22-23.

<sup>23</sup> Act of April 12, 1838, Pennsylvania, *Laws, 1837-1838*, p. 334.

<sup>24</sup> Two years before the founding of Jefferson Medical College, Dickinson College had seriously considered the propriety of establishing a medical school in Philadelphia. Dickinson College, Minutes of Trustees, II, June 25, 26, 1823, pp. 203, 205. A number of liberal arts colleges and universities, some of them empowered by charter provision to establish departments of medicine, either allowed such provisions to lie fallow, or rejected proposals to erect or encompass existing schools. Among these may be cited Allegheny College (Minutes of Trustees, II, September 21, 1835, p. 135), Bucknell University (Minutes of Trustees, III, June 18, 1901, p. 261), Lafayette College (Minutes of Trustees, III, February 8, 1912, p. 582), Harford University (Act of March 11, 1850, Pennsylvania, *Laws, 1853*, p. 786), University of Kittanning (Act of March 18, 1858, Pennsylvania, *Laws, 1858*, p. 127), Columbia University (Act of March 13, 1868, Pennsylvania, *Laws, 1868*, p. 305), African College (Act of February 19, 1869, Pennsylvania, *Laws, 1869*, p. 220), and Duquesne University (Allegheny County, Charter Book, Vol. 48, p. 9 [May 2, 1911]).

Some of them had no more than paper existence. Others survived for relatively short periods of time, generally offering specialized services or performing functions inadequately covered by more stable institutions. Still others, fewer in number, managed to weather the storms of external competition and the strife engendered by the problems of internal growth to grace the present scene.

Washington College, probably as an extension of its rivalry with its close neighbor, Jefferson College, acquiesced (1827) in the proposition of four practicing physicians from Baltimore, who had constituted themselves a medical faculty, to confer the degree of Doctor of Medicine on those students in the school at Baltimore who would complete a "full course of lectures . . . given in all the departments of medical science usually taught in medical schools."<sup>25</sup> Such degrees were, in fact, conferred by the trustees on graduates of the Maryland institution in 1828 and again in 1831.<sup>26</sup> However, the relationship between Washington College and the physicians at Baltimore was ended in 1833 when the Maryland legislature chartered the medical school as the "Washington Medical College of Baltimore."<sup>27</sup>

Three years after Washington Medical College of Baltimore had severed its connection with Washington College, an association styling itself the Medical College of Philadelphia was being formed "for the purpose of claiming, on behalf of the Profession, that influence over the regulation of Medical Instruction, and the means of Medical Improvement, which is so essential to the respectability of the Profession, and to the best interests of Humanity."<sup>28</sup> Its function was to be regulative rather than instructional. According to the charter obtained from the legislature in 1839, its objects were:

to cultivate the science of medicine and all its collateral branches; to encourage the prolongation of the term of study, and the increase of the extent of the preliminary knowledge, required of candidates for medical honors; to designate such courses of instruction as from time to time, may be deemed necessary, for the advancement of the science and the elevation of the medical character, and to examine and decide on the qualifications of candidates for medical degrees.<sup>29</sup>

<sup>25</sup> Washington College, Minutes of Trustees, I, April 24, 1827.

<sup>26</sup> *Ibid.*, February 28, 1831.

<sup>27</sup> Genieve Miller, "A Nineteenth Century Medical School: Washington, University of Baltimore," *Bulletin of the History of Medicine*, XIV (June, 1943), 16.

<sup>28</sup> *Constitution and By-Laws of the Medical College of Philadelphia* (Philadelphia, 1836), 3, Historical Society of Pennsylvania.

<sup>29</sup> Act of October 11, 1839, Pennsylvania, *Laws, 1840*, p. 9.

No organized faculty of professors or teachers was ever to be established by the authority of the college unless some other medical schools in the city of Philadelphia enacted rules which served to discriminate against the admission of any students. The association was given authority to confer the Bachelor of Medicine and Doctor of Medicine degrees on those students of the science who could meet the requirements stipulated in the by-laws.<sup>30</sup> There is no evidence that the Medical College of Philadelphia either exercised its degree-granting powers or exerted any influence over the curriculum and policies of the medical schools of the day.

Shortly after the formation of the Medical College of Philadelphia, the trustees of Pennsylvania College (Gettysburg College) were asked to assume the patronage of "a new medical school" about to be established by "a number of Medical gentlemen of the city of Phila."<sup>31</sup> In 1839 a faculty of six physicians was elected, empowered to fill all vacancies and make such additions to their ranks as they deemed necessary and authorized to confer the Doctor of Medicine degree.<sup>32</sup> To dismiss any doubts about their right to confer medical degrees in the city of Philadelphia, the trustees of Pennsylvania College obtained an act of legislature (1840) which empowered "the Medical Faculty of the Pennsylvania College of Gettysburg . . . to confer medical degrees in the city of Philadelphia, under the same rules and regulations in regard to the term of study and the qualifications of candidates, as may for the time being be adopted by the University of Pennsylvania." At the same time the act declared "That hereafter it shall not be lawful for any College incorporated by the laws of this State, to establish any faculty for the purpose of conferring degrees, either in medicine or the arts, in any city or county of the commonwealth, other than that in which said college is or may be located."<sup>33</sup>

The medical department was opened in the autumn of 1839; and the following March twenty-five students were graduated with the degree of Doctor of Medicine.<sup>34</sup> But lack of harmony within the faculty was

<sup>30</sup> *Ibid.*; *Constitution and By-Laws*, 15 ff.

<sup>31</sup> Pennsylvania College, Minutes of Trustees, I, April 19, September 20, 1837, pp. 36, 41; April 18, 1838, p. 50, in President's Office, Gettysburg College.

<sup>32</sup> *Ibid.*, September 18, 1839, pp. 70-72.

<sup>33</sup> Pennsylvania College, Medical Department, *Announcement* (1840-41), 3, Historical Society of Pennsylvania; Act of March 2, 1840, Pennsylvania, *Laws*, 1840, p. 68.

<sup>34</sup> Pennsylvania College, Minutes of Trustees, I, April 22, 1840, p. 80; Medical Department, *Announcement* (1840-41), 3-4.

to abridge the life of the new school. In 1843 the trustees received letters of resignation from members of the medical faculty indicating the presence of "serious difficulties . . . which threaten the existence of that department."<sup>35</sup> Though apparent peace was restored by the appointment of a new faculty, conflict again erupted in 1854, resulting in a series of lawsuits from which the department never recovered.<sup>36</sup> Continuing faculty strife and financial difficulties led to the final demise of the medical school in 1861.<sup>37</sup> The last degrees of the medical department were conferred on March 2, 1861; and on September 1, 1862, the school's building at Philadelphia was sold at sheriff's sale.<sup>38</sup>

After 1845 the legislature of Pennsylvania chartered a host of medical schools for both men and women, some of them varying in approach and philosophy from the "regular" institutions as represented by the University of Pennsylvania and Jefferson Medical College. Franklin Medical College, a short-lived but recognized adherent of orthodoxy, was incorporated by act of the General Assembly in 1846.<sup>39</sup> It opened its doors October 12, 1846, with an initial enrollment of thirty-seven students.<sup>40</sup> Five graduates of this class were awarded their degrees in medicine at the commencement held in 1847; but these probably constituted the only graduates of the institution, since it functioned for only two sessions.<sup>41</sup>

Three months after the formal opening of Franklin Medical College, the Philadelphia College of Medicine obtained corporate existence.<sup>42</sup> Evidently, private lectures had been given by members of the faculty prior to the act of incorporation, because the college conferred sixteen medical degrees in course and two honorary degrees of Doctor

<sup>35</sup> Pennsylvania College, Minutes of Trustees, I, September 20, 1843, pp. 106-107.

<sup>36</sup> *Ibid.*, April 18, 1844, p. 112; April 20, 1854, p. 183; David Gilbert, *et al.*, *A Statement of the Facts Connected with the Late Re-organization of the Faculty of the Medical Department of Pennsylvania College . . .* (Philadelphia, 1855), 1. 5 ff.; Jno. Wiltbank and Win. Darrach, *Reply to . . . "A Statement of the Facts . . ."* (Philadelphia, 1855), 1 ff.; David Gilbert, *et al.*, *A Refutation of the Misstatements Contained in a Pamphlet Recently Issued by W. Darrach, M. D., and John Wiltbank, M. D. . . .* (Philadelphia, 1855). *Statement, Reply, and Refutation* are in the Historical Society of Pennsylvania.

<sup>37</sup> M. Valentine, "History of Pennsylvania College," in E. S. Breidenbaugh (ed.), *The Pennsylvania College Book, 1832-1882* (Philadelphia, 1882), 85-86.

<sup>38</sup> Pennsylvania College, Commencement Announcement (1861); Medical Department Scrapbook. Both in Gettysburg College Library.

<sup>39</sup> Act of January 28, 1846, Pennsylvania, *Laws, 1846*, p. 12.

<sup>40</sup> Franklin Medical College, *First Annual Announcement* (1846-47), 3, Historical Society of Pennsylvania; Henry, *Medical Profession*, 179.

<sup>41</sup> *Ibid.*

<sup>42</sup> Act of January 14, 1847, Pennsylvania, *Laws, 1847*, p. 47.



of Medicine July 15, 1847.<sup>43</sup> The first regular or winter session was commenced November 15, 1847.<sup>44</sup> At the second commencement held March 2, 1848, thirteen graduates were awarded their first degrees in medicine.<sup>45</sup> Unlike its contemporary, Franklin Medical College, the Philadelphia College of Medicine survived the pitfalls of infancy to perform its instructional functions for more than ten succeeding years. However, its career was ended in 1859 when the entire faculty resigned to assume the vacant chairs in the medical department of Pennsylvania College (Gettysburg College).<sup>46</sup>

The period of the 1850's witnessed the incorporation of a large number of additional medical institutions about whose fate the records of history are virtually silent. There is no evidence that the Philadelphia Medico-Legal College (1853); the Southern Philadelphia Medical College (1853); the American Medical Museum of Philadelphia, incorporated in 1854 "for the better encouragement of medical science, and the gratuitous instruction in the same, to the children connected with the grammar schools of the city and county of Philadelphia"; and the Wistar Medical College (1855) evolved beyond the chartering stage.<sup>47</sup> One institution, the University of Free Medicine and Popular Knowledge of Philadelphia (1853), exhibited some signs of life. It issued a pamphlet explaining its purposes and received a supplement to its charter in 1857.<sup>48</sup>

After 1860 other schools subscribing to orthodox medical theories began to make their appearance. Lincoln University announced the establishment of a medical department in 1869.<sup>49</sup> Medical classes were begun in the fall of 1870 with three students in attendance, who labored under great handicaps for want of sufficient books, adequate facilities, and funds "to enable them to go to Philadelphia once a

<sup>43</sup> Philadelphia College of Medicine, *Catalogue* (1847-48), 4-5. Catalogues and addresses relating to this college are in the Historical Society of Pennsylvania.

<sup>44</sup> Jesse R. Burden, *Introductory Lecture, Delivered at the Winter Session of the Philadelphia College of Medicine, November, 1847* (Philadelphia, 1847), 2.

<sup>45</sup> Philadelphia College of Medicine, *Catalogue* (1848), 3.

<sup>46</sup> J. A. Meigs, *Valedictory Address to the Graduating Class of the Philadelphia College of Medicine, March 2, 1859* (Philadelphia, 1859), 3 ff.; Henry, *Medical Profession*, 178.

<sup>47</sup> Act of February 24, 1853, Pennsylvania, *Laws, 1853*, p. 106; Act of March 3, 1853, Pennsylvania, *Laws, 1853*, p. 138; Act of April 10, 1854, Pennsylvania, *Laws, 1854*, p. 310; Act of April 26, 1855, Pennsylvania, *Laws, 1855*, p. 327.

<sup>48</sup> Act of April 29, 1833, Pennsylvania, *Laws, 1833*, p. 649; *Address of the University of Free Medicine & Popular Knowledge, to the American Public* (Philadelphia, 1853), 3 ff.; Act of February 5, 1857, Pennsylvania, *Laws, 1857*, p. 14.

<sup>49</sup> Lincoln University, *Catalogue* (1868-69), 19; Minutes of Trustees, I, June 14, 1870, pp. 109-10.



week and attend the Cliniques in the hospitals."<sup>50</sup> An attempt to transfer the department in 1873 to Philadelphia never materialized.<sup>51</sup> In 1876 the trustees deplored the circumstances that caused four of the medical professors to resign. They acknowledged their indebtedness to two of the professors in the amount of three hundred dollars, but lamented their inability to meet that debt.<sup>52</sup> Thus the medical department of Lincoln University ended its short-lived existence without having graduated a student or conferred a degree in medicine.

On April 4, 1881, five years after the demise of the medical department of Lincoln University, the Medico-Chirurgical College of Philadelphia opened its doors for instruction with a faculty of thirteen professors and instructors and a student body of thirty-one.<sup>53</sup> The institution had originally been organized as a medical society May 13, 1848,<sup>54</sup> and as such had been chartered by the legislature in 1850.<sup>55</sup> A supplement to the charter was obtained in 1867 endowing the officers and professors with "all the rights, and immunities and privileges, as to lecturing, granting diplomas, and conferring degrees in medicine, as is possessed by the officers and professors of the University of Pennsylvania at this time."<sup>56</sup> But these rights and privileges were never exercised until 1881. On March 10, 1882, the first class, consisting of three men, was graduated with the degree of Doctor of Medicine.<sup>57</sup> For the ensuing thirty-five years the college continued to offer instruction and confer degrees until it was merged with the University of Pennsylvania in 1916.<sup>58</sup>

About the same time as the Medico-Chirurgical College was conferring its first degrees (1882), a graduate school called the Philadelphia Polyclinic and College for Graduates in Medicine was being

<sup>50</sup> *Ibid.*, June 20, 1871, pp. 134-35; *USRCE*, 1871, June 14, 1870, pp. 109-10.

<sup>51</sup> Lincoln University, Minutes of Trustees, I, June 17, 1873, pp. 218-19.

<sup>52</sup> *Ibid.*, II, June 6, 1876, p. 23.

<sup>53</sup> *USRCE*, 1881, p. 223; T. H. Weisenberg, *The Medico-Chirurgical College and Hospital* (Philadelphia, 1901) 1; Seneca Egbert, "Medico-Chirurgical College," in College and University Council, "Biennial Report on Higher Education," *PRSPI*, 1900, p. 78.

<sup>54</sup> Medico-Chirurgical College, *Constitution and By-laws* (February, 1849), 11-12, Historical Society of Pennsylvania.

<sup>55</sup> Act of February 12, 1850, Pennsylvania, *Laws*, 1850, p. 64.

<sup>56</sup> Act of April 10, 1867, *ibid.*, 1867, p. 1078.

<sup>57</sup> *USRCE*, 1882-1883, p. 690; Egbert, "Medico-Chirurgical College," 78.

<sup>58</sup> Philadelphia County, Charter Book, No. 60, p. 2 (July 31, 1916); College and University Council, "Biennial Report," *PRSPI*, 1916, p. 710.

organized.<sup>59</sup> The following year it was chartered by the Philadelphia Court of Common Pleas for the purpose of offering "gratuitous medical services and advice to the sick poor and affording physicians facilities for study in special branches of practice."<sup>60</sup> In 1889 the legislature appropriated \$10,000 to the college "for the purpose of erecting and furnishing the buildings."<sup>61</sup> Like its predecessor, the Medico-Chirurgical College, the Philadelphia Polyclinic performed the functions for which it was founded until 1918, when it was united with the Graduate School of Medicine of the University of Pennsylvania.<sup>62</sup>

As has already been noted, no further attempts at establishing medical departments were made by the liberal arts colleges and universities of the State after Lincoln University's unsuccessful efforts until Temple College (Temple University) decided to explore the possibility in February, 1901. After investigating "the right of the college to confer the degree of Doctor of Medicine," the trustees "ordered that an Evening Medical School be opened in connection with the other departments of the Temple College, the first session to begin September 16th, 1901."<sup>63</sup> A medical faculty was elected; and the school was opened as scheduled with thirty-five students registered during the first year of its operations.<sup>64</sup>

This auspicious beginning served to quiet the doubts occasioned by the "storm of opposition" which greeted its advent. It was anticipated that a small class would be ready for graduation in 1904 from the five-year evening course because of the admission of some students who had graduated from "Dental or Veterinary Schools" to the third year of the course.<sup>65</sup> The hopes of the trustees were further heightened by the receipt of a communication from the "Medical Council" in 1904 stating that it "had unanimously decided to recognize diplomas from the Medical Department of the College."<sup>66</sup> A year later (1905) Temple College conferred its first medical degrees in course on two successful candidates.<sup>67</sup>

<sup>59</sup> *USRCE, 1884-1885*, p. 658.

<sup>60</sup> Philadelphia County, Charter Book, No. 7, p. 432 (March 19, 1883).

<sup>61</sup> Act of May 29, 1889, Pennsylvania, *Laws, 1889*, p. 393.

<sup>62</sup> Philadelphia County, Charter Book, No. 59, p. 199 (January 28, 1918).

<sup>63</sup> Temple College, Minutes of Trustees, II, February 9, March 9, 23, 1901, pp. 130, 138, 142.

<sup>64</sup> *Ibid.*, September 7, 1901, p. 169; *Catalogue* (1901-02), 146; Minutes of Corporation, II, June 9, 1902, p. 229.

<sup>65</sup> *Ibid.*

<sup>66</sup> Temple College, Minutes of Trustees, II, March 19, 1904, pp. 339-40.

<sup>67</sup> *Ibid.*, III, May 13, 1905, pp. 28-29.

It will be noted that thus far the history of medical education in Pennsylvania has been concerned with the growth and development of medical schools in the eastern part of the state and, more particularly, in Philadelphia. This, clearly, is a consequence of the fact that formal medical instruction, not only in Pennsylvania but in the United States as a whole, had its origins in Philadelphia, which was the center of such activities during the eighteenth and nineteenth centuries. Although the Western University of Pennsylvania (University of Pittsburgh) had as early as 1846 received a request from a group of three physicians to appropriate a room in the university building for dissecting purposes, its trustees refused the petition.<sup>68</sup> More than a quarter of a century was to pass, consequently, before new efforts were initiated to provide western Pennsylvania with an institution for the training of physicians.

In 1876 the Court of Common Pleas of Allegheny County incorporated the "Pittsburgh Academy of Medicine and School of Anatomy."<sup>69</sup> Five years later the court chartered the "Pittsburgh Medical School."<sup>70</sup> There is no evidence that the former, a medical society rather than a school, imparted instruction. As for the latter, a single reference to it occurs in the minutes of the trustees of the Western University. Exactly one month after the issuance of the charter the university board considered the resolution "That the Pittsburgh Medical College be recognized as the Medical Department of the Western University of Pennsylvania"; but decided "that it was now too late to open the Medical Department so early as anticipated both on account of the absence of many of the Professors, and by reason of incomplete preparations. . . ."<sup>71</sup> Two years later (1883) the university catalogue announced that "The Board is entertaining . . . a proposition from interested citizens for the establishment of a Faculty of Medicine. For this . . . special endowment is desirable."<sup>72</sup>

While these proposals were in the process of germination, a new institution, the "Western Pennsylvania Medical College," was incorporated. Chartered as a capital stock company with a board of trustees and a faculty empowered to confer degrees, this institution

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<sup>68</sup> Western University of Pennsylvania, Minutes of Trustees, January 6, 20, 1846, pp. 92, 94.

<sup>69</sup> Allegheny County, Charter Book, No. 5, p. 217 (January 8, 1876).

<sup>70</sup> *Ibid.*, No. 6, p. 521 (May 21, 1881).

<sup>71</sup> Western University of Pennsylvania, Minutes of Trustees, June 21, 1881, p. 250.

<sup>72</sup> Western University of Pennsylvania, *Catalogue* (1882-83), 51, Library, University of Pittsburgh.

like its predecessor was forced to await more propitious circumstances before it could open its doors for instruction.<sup>73</sup> Classes were begun in 1886; and the following year the Western Pennsylvania Medical College conferred the degree of Doctor of Medicine upon twenty-two successful candidates.<sup>74</sup> But six years elapsed from the date of its opening before an agreement of affiliation was effected with the Western University of Pennsylvania. The college assumed the "name and functions of the 'Medical Department of the Western University of Pennsylvania' in addition to its own"; and the university agreed to confer degrees in medicine upon the students of the Medical College.<sup>75</sup> In 1908 the Medical College relinquished its chartered identity to become an organic part of the university.<sup>76</sup>

**Colleges of Homeopathy.** What has been described as the first medical college in the world to teach the homeopathic healing art was founded April 10, 1835, at Allentown, Pennsylvania.<sup>77</sup> Organized for the purpose of extending "Homoeopathic Medicine in the United States" through the establishment of a seminary or school of medicine, the North American Academy of Homoeopathic Medicine adopted a constitution, formulated a program of studies, and elected its first officers (May 27, 1835) consisting of Constantine Hering, M.D., president; John Romig, M.D., vice-president; Adolphus Bauer, secretary; and Solomon Keck, treasurer.<sup>78</sup> A stock company was formed to raise funds to support the proposed school and to erect suitable buildings; and a charter was secured from the State legislature (1836) incorporating the "North American Academy of the Homoeopathic Healing Art."<sup>79</sup>

Although lectures were apparently held prior to the erection of the buildings, the official organ of the academy announced that the medical school would be opened in Allentown November 1, 1836. Instruction

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<sup>73</sup> Allegheny County, Charter Book, No. 8, p. 81 (June 30, 1883).

<sup>74</sup> *USRCE, 1886-1887*, p. 763.

<sup>75</sup> Western University, Minutes of Trustees, III, June 23, 1892, pp. 266 ff.

<sup>76</sup> College and University Council, "Biennial Report," *PRSPI, 1908*, p. 539; Starrett, *University of Pittsburgh*, 355.

<sup>77</sup> Joseph C. Guernsey, "A Brief Sketch of the Allentown Academy," *Transactions of the World's Homoeopathic Convention, 1876* (Philadelphia, 1880), II, 783; *Constitution of the North American Academy of Homoeopathic Medicine* (Philadelphia, 1835), 1, in Library, Hahnemann Medical College, Philadelphia.

<sup>78</sup> *Ibid.*, 3, 9 ff., 15 ff., 20 ff., 24.

<sup>79</sup> Guernsey, "Allentown Academy," 777; Act of June 16, 1836, Pennsylvania, *Laws, 1835-1836*, p. 666.



was to be given "in all branches of the Art of Healing, especially in the Natural Sciences, Anatomy, Surgery, Obstetrics and Homoeopathics, in connection with Clinical Practice."<sup>80</sup> Students were required to learn the German language since all the courses were conducted in that tongue.<sup>81</sup> The stringent requirements for the diploma of the institution—its validity was acknowledged by King Louis Philippe of France and Pope Pius IX—limited the number of graduates.<sup>82</sup>

Lack of funds and the opposition of the adherents of allopathic practice were to cut short the school's term of usefulness. Scarcely more than three years had elapsed from the date of its formal opening before the North American Academy of the Homoeopathic Healing Art was forced to close its doors.<sup>83</sup> In 1851, in compliance with a provision of the academy's constitution, its property was placed in the hands of the public school authorities.<sup>84</sup>

The failure of the North American Academy of the Homoeopathic Healing Art created an instructional vacuum inadequately filled by the tutoring efforts of individual believers in the tenets of Samuel Christian Friedrich Hahnemann. This, coupled with the resolutions of the American Medical Association of 1847 and 1848 that no student of medicine shall be admitted to a medical school who presents a certificate from an irregular practitioner, made it mandatory for the followers of Hahnemann, who were considered "very irregular," to erect schools of their own.<sup>85</sup> Consequently, a charter was obtained from the State legislature (1848) establishing the Homoeopathic Medical College of Pennsylvania in Philadelphia, with the power of granting "the degree of Doctor of Homoeopathic medicine to any such person as shall have attended two courses of medical lectures, and completed

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<sup>80</sup> John Romig to "A Young Gentleman in Michigan," January 19, 1836, in *Correspondenzblatt der Homeopathischen Aerzte*, Erstes Heft (February 4, 1836), 20; (August 31, 1836), 40, in Library, Hahnemann Medical College.

<sup>81</sup> *Constitution of the North American Academy*, 21; Thomas L. Bradford, *Homoeopathic Bibliography of the United States from the Year 1825 to the Year 1891, Inclusive* (Philadelphia, 1892), 477.

<sup>82</sup> Guernsey, "Allentown Academy," 784.

<sup>83</sup> *Ibid.*, 783; Bradford, *Homoeopathic Bibliography*, 477; R. K. Bucherle, "The North American Academy of Homeopathy," *PRSPI*, 1877, p. 646.

<sup>84</sup> *Constitution of the North American Academy*, 22; Bucherle, "North American Academy," 646.

<sup>85</sup> *Transactions of the American Medical Association*, I (1848), 245; Thomas L. Bradford, *History of the Homoeopathic Medical College of Pennsylvania; The Hahnemann Medical College and Hospital of Philadelphia* (Philadelphia, 1898), 2.



a course of study, and possess the qualifications now usually required of candidates for the degree of doctor of medicine in other medical colleges in this State, and also a knowledge of Homoeopathy.”<sup>86</sup> Advertisements were carried by the local press, announcing that preliminary instruction would commence on Monday, October 16, 1848, and that the “regular course will begin on Monday, the 6th day of November, and continue until the first of March ensuing.”<sup>87</sup> The school was opened with fifteen students in attendance; and on March 15, 1849, six of those who had previously experienced courses of instruction in other medical schools were awarded the first diplomas of the college.<sup>88</sup>

Though the college continued to educate its students from year to year, mounting financial problems which the old management appeared unable to solve stimulated the faculty to formulate a plan for the reorganization of the institution. A new charter was obtained from the legislature in 1864 which differed from the old in providing for \$60,000 of capital stock, divided into three thousand shares of twenty dollars each, and in permitting the corporation to borrow money in an amount not to exceed \$50,000.<sup>89</sup> This act of incorporation was accepted by the faculty, with the prediction of a new era of “stability, prosperity, and permanency.”<sup>90</sup> However, the very feature of the charter, the capital stock provision, designed to eliminate the institution’s indebtedness, was itself responsible for the emergence of antagonisms which split the faculty.

Unwilling to submit to the unilateral decisions of Dr. Adolph Lippe, majority stockholder and consequently the virtual controller of the destinies of the college, Dr. Constantine Hering and others seceded from the faculty, secured the charter of the nonfunctioning Washington Medical College, originally incorporated in 1853, and by decree of the Court of Quarter Sessions of Philadelphia (June 1, 1867) had the name changed to “The Hahnemann Medical College of Phila-

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<sup>86</sup> Act of April 8, 1848, Pennsylvania, *Laws, 1848*, p. 394.

<sup>87</sup> Philadelphia *Public Ledger*, October 2, 1848.

<sup>88</sup> Homoeopathic Medical College, *Announcement* (1849-50), 6. Materials relating to this college are in Library, Hahnemann Medical College, Philadelphia.

<sup>89</sup> Act of February 17, 1864, Pennsylvania, *Laws, 1864*, p. 181.

<sup>90</sup> Homoeopathic Medical College, Minutes of Faculty, November 19, 1864, February 11, 1865; *Announcement* (1865-66), 5.

delphia."<sup>91</sup> Classes were commenced October 14, 1867.<sup>92</sup> The following March, twenty-six candidates were awarded the first degrees to be conferred by Hahnemann Medical College.<sup>93</sup>

There were now two medical schools in Pennsylvania devoted to the homeopathic healing art. Feeling ran high between them. Hahnemann Medical College accused the faculty of the Homoeopathic Medical College of selling diplomas to unqualified applicants.<sup>94</sup> On the other hand, the latter charged the former with operating under an invalid charter and of illegally conferring degrees in homeopathic medicine.<sup>95</sup> But the conflict between them was not so deep rooted and chronic as to preclude the rapid healing of their wounds. By the close of the first quarter of 1869 so harmonious a reconciliation had been effected as to permit the merger of the two into one homeopathic medical college, the "Hahnemann Medical College of Pennsylvania."<sup>96</sup>

Before the close of the nineteenth century, two further attempts were made to establish schools subscribing to the principles of homeopathy. Concerning the first of these, the Hahnemann University of Medicine of the city of Philadelphia, chartered by the State legislature in 1861,<sup>97</sup> nothing has been found except the record of its incorporation. The second, a graduate school of medicine, made its appearance in the last decade of the century. By decree of the Court of Common Pleas of Philadelphia (January, 1891), the Philadelphia Post-Graduate School of Homoeopathics was chartered "to enable persons having diplomas of any reputable medical college or any school of medicine in the

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<sup>91</sup> Bradford, *Homoeopathic Medical College*, 107-108; Constantine Hering, *Introductory to Course of Lectures at Hahnemann College of Philadelphia, 1867-68* (Philadelphia, 1867), 12; Richard Koch, *General Introductory Address to the First Session of the Hahnemann Medical College of Philadelphia, October, 1867* (Philadelphia, 1867), 3 ff.; Act of May 2, 1853, Pennsylvania, *Laws, 1853*, p. 658. Intensive search in the records of the Recorder of Deeds, the Prothonotary, and the Court of Quarter Sessions of Philadelphia fails to reveal record of this amendment. However, it is mentioned in a subsequent act of the legislature and in a later amendment secured from the Court of Common Pleas. Act of April 2, 1869, Pennsylvania, *Laws, 1869*, p. 658; Philadelphia County, Charter Book, No. 10, p. 306 (May 16, 1885).

<sup>92</sup> Koch, *Hahnemann Medical College*, 1 ff.; Hahnemann Medical College, *Announcement* (1867-68), 13. Materials relating to Hahnemann Medical College are in its Library.

<sup>93</sup> *Ibid.*, (1868-69), 19.

<sup>94</sup> Hahnemann Medical College, *Supplementary Announcement* (1868), 2; *To the Profession* (Philadelphia, October 14, 1868), 1 ff.

<sup>95</sup> Homoeopathic Medical College, *To the Profession, Medical Students and Others* (Philadelphia, 1868), 2.

<sup>96</sup> Act of April 2, 1869, Pennsylvania, *Laws, 1869*, p. 658.

<sup>97</sup> Act of May 1, 1861, *ibid.*, 1861, p. 418.

United States or elsewhere in the philosophy and practice of homoeopathic medicine to matriculate . . . and [to] confer the degree of Master of Homoeopathics. . . ."<sup>98</sup> In 1893 the institution had a staff of eight regular professors and instructors and four special or assistant instructors, with an enrollment of eight male and eight female students.<sup>99</sup> Apparently, the school failed to survive the trials of infancy, for after 1899 it disappeared entirely from the list of extant medical schools published in the reports of the Pennsylvania Department of Public Instruction.<sup>100</sup>

**"Irregular" Medical Colleges.** Homeopathy was not alone in questioning the validity of all forms of allopathic practice. The beginning of the second half of the nineteenth century witnessed the rise of a new school of "irregular" medicine chartered by the legislature as the "Eclectic Medical College of Pennsylvania."<sup>101</sup> Claiming that allopathy "has, perhaps, less to recommend it than any other system," the progenitors of eclecticism nevertheless conceded that "even from this something useful may be extracted." Similarly, they declared that "Eclectics are prepared to adopt all that is truly valuable in Homoeopathy, without being pledged, or committed to the system as a whole. And so of Hydropathy, Neuropathy, and all other theories both old and new."<sup>102</sup> Classes were commenced in Philadelphia October 27, 1851. The following February four students were graduated with the first degrees conferred by the college.<sup>103</sup>

For the next two decades a bewildering series of acts were passed by the legislature, creating new institutions pledged to the propagation of eclecticism, combining them, sundering old ones, and changing their names in various ways. In 1853 the "American College of Medicine in Pennsylvania" was chartered.<sup>104</sup> This was combined (1860) with the Eclectic Medical College of Pennsylvania to form "The

<sup>98</sup> Philadelphia County, Charter Book, No. 16, p. 586 (January 21, 1891).

<sup>99</sup> *USRCE, 1893-1894*, II, 2050.

<sup>100</sup> College and University Council, "Biennial Report," *PRSPI, 1900*, pp. 186-88.

<sup>101</sup> Act of February 25, 1850, Pennsylvania, *Laws, 1850*, p. 102.

<sup>102</sup> Eclectic Medical College, *First Annual Announcement* (1851-52), 2-3; James M'Clintock, *Introductory Lecture to Session of 1860 & '61 in the Eclectic Medical College of Philadelphia* (Philadelphia, 1860), 3 ff. Materials relating to the Eclectic Medical College are in the Historical Society of Pennsylvania.

<sup>103</sup> Eclectic Medical College, *First Annual Announcement* (1851-52), 2; Henry Hollemback, *Valedictory Address Delivered at the Close of the Third Annual Session of the Eclectic Medical College of Pennsylvania . . . February 22d, 1854* (Philadelphia, 1854), 18.

<sup>104</sup> Act of February 26, 1853, Pennsylvania, *Laws, 1861*, p. 780.

American College of Medicine in Pennsylvania, and the Eclectic Medical College of Philadelphia."<sup>105</sup> Five years later the name of the dual-titled institution was changed to the "Philadelphia University of Medicine and Surgery."<sup>106</sup> Scarcely a year had passed before another piece of legislation was enacted (1866) repealing all acts or parts of acts which had changed the name of the Eclectic Medical College of Pennsylvania and authorizing the institution to resume its original title.<sup>107</sup> Approximately four years from this date the American College of Medicine in Pennsylvania was given the additional powers of teaching all branches of the arts and sciences and of conferring all the usual degrees appertaining thereto.<sup>108</sup> A final quietus was placed upon the activities of the Eclectic Medical College and the American College of Medicine when the legislature repealed their charters (1872) on the grounds that they had been engaged "in the unlawful sale and issuing of medical diplomas to persons not qualified to receive same."<sup>109</sup>

Presumably the acts of 1866, 1870, and 1872 should have spelled the end of the Philadelphia University of Medicine and Surgery since its only claim to legal life was the act of 1865, which in turn had been repealed in 1866. But the institution refused to be interred with the remains of its predecessors. In 1867 the medical faculty of the University of Pennsylvania complained that the "Philadelphia University of Medicine & Surgery had been mistaken at home and abroad for our University. That the title had in the belief of the Faculty been selected with a view to resemble as nearly as possible that of the University of Penna. and that by the sale of scholarships and diplomas by the said Institution injury had arisen to our University."<sup>110</sup> Despite these charges and the charter abrogation proceedings of the legislature of 1872, the irrepressible Dr. William Paine, the acknowledged leader of the "Philadelphia University," denied engaging in illicit practices; accused the University of Pennsylvania and others of trying to rid themselves of a successful competitor; pointed the finger at corrupt politics of State officials, claiming that the legislative act of 1872 was unconstitutional; leveled countercharges of fraudulent dealings against

<sup>105</sup> Act of February 15, 1860, *ibid.*, 1860, p. 65.

<sup>106</sup> Act of March 21, 1865, *ibid.*, 1865, p. 469.

<sup>107</sup> Act of April 4, 1866, *ibid.*, 1866, p. 1414.

<sup>108</sup> Act of February 18, 1870, *ibid.*, 1870, p. 185.

<sup>109</sup> Acts of March 22, 1872, *ibid.*, 1872, pp. 496, 498.

<sup>110</sup> U.P., Minutes of Trustees, X, November 5, 1867, p. 623.



the leaders of the Commonwealth in connection with indemnity claims arising out of the Civil War; and as late as 1875 continued to operate the Philadelphia University of Medicine and Surgery and to confer degrees upon its students.<sup>111</sup> The records of history are silent as to when the institution was finally put to rest along with its discredited brethren.

Still another deviate from allopathic principles, the American University of Philadelphia, achieved corporate existence in 1867.<sup>112</sup> The university was sneeringly referred to by Dr. William Paine of the Philadelphia University of Medicine and Surgery as a "colored school" deliberately organized by his opponents to sow confusion in the minds of the public as to the true identity and legitimacy of his own institution. He maintained:

No sooner had they obtained the charter, than they organized it as a branch of the Eclectic Medical College, and commenced selling diplomas, and circulated at the same time the report that the Philadelphia University of Medicine and Surgery was connected in this diploma trade. They even omitted the first part of their charter name, and simply styled their school, 'The Philadelphia University.' The recipients of these worthless certificates, in order to make them useful, represented them to be from the Philadelphia University of Medicine and Surgery, and became so bold in the matter that they published a Medical Journal and in several instances the Philadelphia University of Medicine and Surgery was compelled to prosecute the parties in self-defence for publishing libelous articles.<sup>113</sup>

One further possible reference to the American University of Philadelphia may be cited: the medical faculty of Lincoln University, in reporting the refusal of the American Medical Association to seat their delegate "on account of the insufficient development of the department," informed the trustees that:

Delegates from the only other prominent medical school for colored men were denied admittance on the ground, first, that a Professor had not complied with a law of Congress and had

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<sup>111</sup> W. Paine, *Pennsylvania Frauds! How State Officials Teach a Political Arithmetic! What Dr. Paine Knows of the Frauds of the Pennsylvania War Claims, His Persecutions, and a Plain Statement of Facts: History of the Philadelphia University, Etc.* (circa 1873-74), 1 ff.; Philadelphia University of Medicine and Surgery, *Announcement* (1875-76), 5 ff., 16, Historical Society of Pennsylvania.

<sup>112</sup> Act of March 26, 1867, Pennsylvania, *Laws, 1867*, p. 556.

<sup>113</sup> Paine, *Pennsylvania Frauds!* 2.



prepared himself to practice and teach by getting a license to do so from the Medical Society of the District of Columbia; second, on the ground that its Profs. belong to a Society which had a Medical section to which were admitted into membership Homeopathic practitioners; third, on the ground that a woman was employed as a member of its Faculty, and was engaged in teaching Medicine. These three things stamped the school as irregular.<sup>114</sup>

If some of the schools described thus far were considered irregular, there were others of an even more dubious nature, both chartered and unincorporated, which attempted to promulgate highly unorthodox theories of medicine. Thus the legislature chartered (1859) the Hydropathic College and Institute of Loretto in Cambria County, "for the purposes of giving instruction . . . in the art and practice of curing diseases by water, known as the Water Cure or Hydropathic system."<sup>115</sup> That this was not a single, isolated movement confined to a few eccentrics is evidenced by the literature on the subject.<sup>116</sup> Similarly, the Court of Common Pleas of Philadelphia incorporated the Philadelphia Electropathic Institution in 1876 for the purpose of establishing and maintaining "a suitable Educational Institution . . . devoted to giving instruction in the nature, properties and various modifications of Electricity, Galvanism and Magnetism as curative agents in the Scientific application of the same to the alleviation of pain and the cure of disease."<sup>117</sup> This too had its literary advocates.<sup>118</sup>

An institution styling itself the College of Mechano Neural Therapy, claiming to be "Legally Chartered and . . . Empowered to Confer the Degree of Doctor of Mechano Neural Therapy," was established in Philadelphia about 1905 as the "only . . . college of Mechano Neural Therapy in the world . . . under the personal direction of the Father

<sup>114</sup> Lincoln University, Minutes of Trustees, I, June 19, 1872, pp. 198 ff.

<sup>115</sup> Act of April 9, 1859, Pennsylvania, *Laws, 1859*, p. 523.

<sup>116</sup> See, for example, C. C. Schieferdecker, *Short Essay on the Invariably Successful Treatment of Cholera with Water* (Philadelphia, 1854).

<sup>117</sup> Philadelphia County, Charter Book, No. 3, p. 91 (June 27, 1876).

<sup>118</sup> See A. C. Dickinson, *The Great Success of Human Health Revealed in the Wondrous Efficacy of Galvanic Magneto-Electricity as a Remedial Agent in Every Form of Disease* (Philadelphia, 1856), in the Historical Society of Pennsylvania.

of the Science," Dr. H. Walter.<sup>119</sup> From the literature issued, the "college" evidently proposed to teach something akin to chiropractic, for its journal decried "the damaging effect of drugs" and extolled the virtues of "manipulation" or "manual therapy."<sup>120</sup> As late as 1928 and 1944 the State Council of Education was constrained to proceed against the Naturopathic College of Philadelphia, the Universal Chiropractic College of Pittsburgh, and the Pennsylvania College of Chiropractic at Philadelphia for illegally conferring degrees.<sup>121</sup>

**Medical Colleges for Women.** Coincident with the ferment in medical thought characteristic of the mid-nineteenth century in Pennsylvania was the appearance of a new phenomenon, perhaps even more disturbing to the general profession, the rise of a medical school devoted exclusively to the training of women. Characterized by some as the first college in the world regularly organized for the education of women for the medical profession,<sup>122</sup> the Female Medical College of Pennsylvania was born in January, 1850, "At a preliminary meeting of those friendly to the establishment" of such an institution in Philadelphia.<sup>123</sup> A charter was obtained from the State legislature a few months later, establishing "The Female Medical College of Pennsylvania, for the purpose of instructing females in the Science and Art of Medicine," with "all the powers and . . . subject to the restrictions contained in the act entitled 'An Act to incorporate the Franklin

<sup>119</sup> A thorough search of State and county records fails to substantiate this claim of incorporation. *The College of Mechano Neural Therapy* (circa 1905), 1, 3. In 1917 the Governor of the State issued letters patent to Joseph W. Anderson, Charles P. Janett, and E. J. Anderson for the formation of a stock company to be known as the "Pennsylvania Orthopaedic Hospital and School of Mechano Therapy." Philadelphia County, Charter Book, No. 57, p. 573 (October 23, 1917). Three years later, the name was changed to "The Anderson Hospital and College of Physio Therapy." Philadelphia County, Charter Book, No. 64, p. 301 (January 21, 1920). This institution, however, did not have the power of conferring degrees and was unrelated to "the Father of the Science."

<sup>120</sup> *Journal of Mechano Neural Therapy* (circa 1905), 3, 11, 13, in the Historical Society of Pennsylvania.

<sup>121</sup> *PRSPI*, 1926-1928, pp. 147, 193; *ibid.*, 1944-1946, p. 9.

<sup>122</sup> Clara Marshall, *The Woman's Medical College of Pennsylvania, An Historical Outline* (Philadelphia, 1897), 9; Henry, *Medical Profession*, 181. On the other hand, Frederick C. Waite, *History of the New England Female Medical College 1848-1874* (Boston, 1950), 4, claims that "The first institution in the United States for teaching medical subjects to women began instruction in Boston on November 1, 1848. . . . The name used in the beginning was Boston Female Medical College, which was changed to New England Female Medical College in November 1851."

<sup>123</sup> Female Medical College, Minutes of Corporators, I, January 4, 1850, in the Comptroller's Office, Woman's Medical College, Philadelphia.

Medical College,' approved the twenty-eighth day of January, one thousand eight hundred and forty-six."<sup>124</sup>

During the initial processes of organization the founders were given a foretaste of the difficulties that were to confront them. The entire faculty elected in April, 1850, resigned two weeks later.<sup>125</sup> Though an attempt was made to replace some of the reluctant male physicians with women by offering the "chair of Surgery" to Miss Elizabeth Blackwell, M.D., the first modern woman to take her degree in medicine, and the position of "Demonstrator of Anatomy" to "Mrs. Dr. Chas. W. Gleason," this proved unsuccessful.<sup>126</sup> However, before the opening of the first session a faculty of six, consisting entirely of men, was finally obtained.<sup>127</sup> Classes were commenced October 12, 1850.<sup>128</sup> On December 30, 1851, at a commencement held at the Musical Fund Hall in Philadelphia, the Female Medical College conferred its first degrees of Doctor of Medicine on eight women.<sup>129</sup>

This commencement marked the beginning of a new era in the history of the Woman's Medical College of Pennsylvania, as it was to be renamed in 1867.<sup>130</sup> No longer did the institution have to rely upon men to fill vacancies in the faculty. Taking advantage of this fact, the incorporators appointed Mrs. Hannah E. Longshore, a member of the first graduating class, "Demonstrator of Anatomy."<sup>131</sup> When subsequent faculty resignations made new appointments necessary, two women were elected to the first full professorships to be held by

<sup>124</sup> Act of March 11, 1850, Pennsylvania, *Laws, 1850*, p. 171.

<sup>125</sup> Female Medical College, Minutes of Corporators, I, April 12, 26, 1850.

<sup>126</sup> Richard H. Shryock, *The Development of Modern Medicine* (Philadelphia, 1936), 314-15; Henry, *Medical Profession*, 181; Female Medical College, Minutes of Corporators, I, May 23, 1850.

<sup>127</sup> Female Medical College, *First Annual Announcement* (1850-51), 3. All printed materials relating to the college are in Library, Woman's Medical College.

<sup>128</sup> J. S. Longshore, *An Introductory Lecture Delivered Before the Class, at the Opening of the Female Medical College of Pennsylvania, October 12, 1850* (Philadelphia, 1850), I.

<sup>129</sup> Female Medical College, Minutes of Corporators, I, December 27, 1851; Joseph S. Longshore, *A Valedictory Address Delivered Before the Graduating Class at the First Annual Commencement of the Female Medical College, of Pennsylvania . . . December 30, 1851* (Philadelphia, 1852), I.

<sup>130</sup> The name was changed to Woman's Medical College of Pennsylvania by decree of the Court of Common Pleas of Philadelphia, May 27, 1867, according to Minutes of Corporators, II, May 28, 1867. However, there is no evidence that the change of name was ever recorded, and a later amendment to the charter states that the name was changed by decree of the Court of Quarter Sessions, May 18, 1867. Philadelphia County, Charter Book, No. 29, p. 508 (March 21, 1904).

<sup>131</sup> Female Medical College, *Announcement* (1851), 4; Minutes of Corporators, I, September 28, 1852.

members of their sex. Ann Preston and Martha E. Mowery were tendered the chairs of "Physiology and Medical Institutes" and "Obstetrics and Diseases of women and children," respectively.<sup>132</sup>

These frequent shifts in faculty composition reflected the determination of the founders of the college and those, particularly women, who were most concerned with its welfare to avoid handicapping the institution further by being tainted as "irregular."<sup>133</sup> Signs of defection from orthodoxy, for example, had early been exhibited by Dr. Joseph S. Longshore, a member of the first faculty and of the board of corporators. In fact, charges were preferred against him in 1851 by William J. Mullen, president of the board.<sup>134</sup> Two years later these differences erupted into an open breach when Longshore initiated court proceedings against the corporation and at the same time tendered his resignation as a member of the faculty.<sup>135</sup> As a result of this split, a new institution, the Penn Medical College of Philadelphia, probably the first medical school deliberately organized on a coeducational basis, sprang into existence.<sup>136</sup>

Even prior to his announced resignation, Dr. Longshore, in company with others whose medical beliefs he shared, obtained an act of the legislature incorporating the "Penn Medical College of Philadelphia," with "power to grant the degree of Doctor of Medicine to all such persons as shall have attended two courses of medical lectures and possess the qualifications now usually required of candidates for the degree of Doctor of Medicine in other medical colleges in this State."<sup>137</sup> The first classes were scheduled to begin March 7, 1853, and were to continue for thirteen weeks instead of the usual five months. The shorter term was justified on the grounds that the acceptance of the belief "in the Unity of ALL diseases as characterized by Intermittency and Periodicity" results in "a rational and philosophical system

<sup>132</sup> *Ibid.*, May 10, 1853; Female Medical College, *Announcement* (1853-54), 4.

<sup>133</sup> Henry, *Medical Profession*, 182.

<sup>134</sup> Female Medical College, Minutes of Corporators, I, January 4, 1850, April 16, 1851; *First Announcement* (1850-51), 3.

<sup>135</sup> Female Medical College, Minutes of Corporators, I, February 7, 1853.

<sup>136</sup> Thomas E. Longshore. "A Sketch of the Life & Work of Joseph S. Longshore, Including an Account of the Origin of the Female Medical College, Now Woman's Medical College of Penna." (Unpublished manuscript, Philadelphia, 1893, in Library, Woman's Medical College), 10; Female Medical College, *Annual Announcement* (1866-67), 6.

<sup>137</sup> Act of February 2, 1853, Pennsylvania, *Laws, 1853*, p. 53.



of medicine" that permits the elimination of time ordinarily spent on "speculative theories."<sup>138</sup>

By decree of the Court of Quarter Sessions of Philadelphia, January 14, 1854, the name of the college was changed to Penn Medical University.<sup>139</sup> Though degrees had undoubtedly been conferred at an earlier date,<sup>140</sup> the only extant document of the university which contains the names of graduates states that on May 30, 1857, out of a total of ninety matriculants, fifty-one students (thirty-two men and nineteen women) were awarded the Doctor of Medicine degree.<sup>141</sup> The institution continued to function until the outbreak of the Civil War, when it was temporarily discontinued.<sup>142</sup> It was revived in 1873, only to close its doors permanently some six years later.<sup>143</sup>

**Osteopathic Medicine.** The strength and influence of the old established schools like the University of Pennsylvania and Jefferson Medical College and, contrariwise, the suspected unethical and oftentimes illegal practices of the "irregular colleges" made it difficult if not impossible for theories opposed to allopathy to survive. Homeopathy was forced to weather severe storms before it was grudgingly recognized as worthy of status by the admission of Hahnemann Medical College (1913) to the Association of American Medical Colleges.<sup>144</sup> Even then the antagonisms were by no means reconciled. In 1921 the Hahnemann faculty adopted a resolution proclaiming "that it be the consensus of opinion of this Faculty that no member of the Faculty, Hospital Staff and teaching corps shall be a member of the Old School County, State or National Societies."<sup>145</sup> It was not until 1936 that the college announced that "The remarkable advances in medicine in the

<sup>138</sup> Penn Medical College, *Spring Announcement* (1853), 6, 10-11. Announcements and pamphlets of Penn Medical College and Penn Medical University are in the Historical Society of Pennsylvania.

<sup>139</sup> Penn Medical University, *The Penn Medical University, Its Origin, Principles and Characteristics* (circa 1878), 4. As in the case of other decrees of the Court of Quarter Sessions, intensive research has failed to reveal the document in which the amendment is recorded.

<sup>140</sup> Longshore, "Joseph S. Longshore," 10; A. R. Thomas, "The Penn Medical University," *Transactions of the World's Homoeopathic Convention, 1876* (Philadelphia, 1880), 802.

<sup>141</sup> Penn Medical University, *Announcement* (1857-58), 18-20.

<sup>142</sup> Female Medical College, *Annual Announcement* (1866-67), 6; Thomas, "Penn Medical University," 802.

<sup>143</sup> Penn Medical University, *Origin, Principles*, 5; Longshore, "Joseph S. Longshore," 11.

<sup>144</sup> Hahnemann Medical College, Minutes of Faculty, March 7, 1913, p. 21.

<sup>145</sup> *Ibid.*, May 23, 1921, p. 177.



last fifty years have made sectarian divisions among physicians unnecessary and undesirable."<sup>146</sup> But in medicine, as in other areas of life, anomalies arise. Such an anomaly was the Philadelphia College of Osteopathy.

Possibly as a means of circumventing the Act of June 26, 1895, prescribing the conditions under which degree-granting institutions may receive charters, the school was incorporated in 1899 under the laws of New Jersey. The charter created the "Philadelphia College and Infirmary of Osteopathy" as a capital stock company "for the practice and advancement of Osteopathy . . . and the power to use, manufacture, sell, and dispose of in any way, all means, publications, appliances or instruments, that may seem fitting or in any way connected with such purpose of the objects aforesaid."<sup>147</sup> There was no mention of degree-granting powers.

Formal instruction was initiated in Philadelphia in 1899.<sup>148</sup> The earliest extant catalogue of the college announces that the degree of "Doctor of Osteopathy (D.O.)" is conferred upon those candidates who successfully complete the prescribed course of study. Apparently, such degrees had been awarded prior to this announcement as evidenced by the large list of alumni contained in its pages.<sup>149</sup>

With the passage of the "Business Corporation Law" of 1933 requiring foreign corporations operating within the Commonwealth of Pennsylvania to register with its Department of State, the institution received authorization from the Secretary of the Commonwealth "To establish and conduct a college of osteopathy . . . to impart . . . information to others qualified to receive it and to grant and confer such honors and degrees as are usually granted and conferred by reputable Osteopathic Colleges. . . ."<sup>150</sup> Twenty years later the college became a domestic corporation, approved by the State Council of Education as an institution qualified to confer the degree of Doctor of Osteopathy, when it was merged with the Osteopathic Hospital and the Osteopathic Foundation under the name of the Philadelphia College of Osteopathy.<sup>151</sup>

<sup>146</sup> Hahnemann Medical College, *Announcement* (1936-37), 26.

<sup>147</sup> Camden County, New Jersey, Corporation Book, No. 12, p. 66 (January 24, 1899).

<sup>148</sup> Philadelphia College and Infirmary of Osteopathy, *Annual Announcement* (1916-17), 11. Announcements are in library of Philadelphia College of Osteopathy.

<sup>149</sup> *Ibid.* (1911-12), 22, 43-48.

<sup>150</sup> Act of May 5, 1933, Pennsylvania, *Laws, 1933*, p. 417; Certificate of Authority, October 3, 1933.

<sup>151</sup> Philadelphia County, Charter Book, No. 157, p. 524 (July 29, 1953).

**Medical Curriculum.** By 1767 the medical department of the College and Academy of Philadelphia had been sufficiently developed for the faculty to recommend and for the trustees to adopt a plan of curriculum organization leading to the appropriate medical degrees. This, the first formal program of medical studies in America, with its accompanying statement of anticipated benefits, follows:

Whereas the Trustees of the College of Philadelphia, by its Charter, can confer the usual Degrees granted in the European Seminaries & Universities; & it being apprehended that the granting Degrees in Physic to Students regularly educated and properly qualified for the same, would contribute greatly to the Encouragement of the Medical School in this College, and would also be a Means of putting the Practice of Physic on a more respectable & useful Footing, especially in these Parts of America . . . it was therefor the Unanimous Opinion of the [faculty] . . . that such Degrees in Physic ought to be conferred on deserving Students; & the following Qualifications & Course of Studies were agreed upon to be proposed to the Trustees of the College in Order to be enacted as requisite to entitle Medical Students to their different Degrees viz——

For a Bachelors Degree in Physic

1. Such Students as have not taken a Degree in the Arts, in any College, shall before receiving a Degree in Physic, satisfy the Trustees and Professors of this College, of their Knowledge in the Latin Language and such Branches of Mathematics, natural and experimental Philosophy, as shall be judged requisite to a Medical Education.

2. Each Student shall take at least one Course in Anatomy, Materia Medica, Chemistry, Theory and Practice of Physic, and clinical Lectures, and shall attend the Practice of the Pennsylvania Hospital for one Year; and may then be admitted to a public Examination for a Bachelor's Degree, provided that on a previous private Examination by the Medical Trustees & Professors, and such other Trustees and Professors as chuse to attend, he shall be judged fit for a public Examination, without attending any more Courses in the Medical School.

3. It is further required that each Student previous to the Bachelor's Degree shall have served a sufficient Apprenticeship to some reputable Practitioner in Physic & be able to make it appear that he has a general Knowledge in Pharmacy.

Qualifications for a Doctor's Degree in Physic

It is required for this Degree that at least three Years shall have intervened from the Time of taking the Bachelor's Degree, and that the Candidate be full Twenty four Years of Age; who shall also write and defend a Thesis publicly in College, unless

he should be beyond Seas, or so remote on the Continent of America, as not to be able to attend without manifest Inconvenience—in which Case, on sending a written Thesis, such as shall be approved by the College, the Candidate may receive his Doctor's Degree; & His Thesis is to be printed and published at his own Expense.<sup>152</sup>

This course of studies, with its standards for admission and graduation, prevailed throughout the Colonial period. The requirement of a bachelor's degree or its equivalent as a prerequisite for entrance on medical studies did not survive the upheavals which transformed the college into a university. In 1790 a candidate for the medical degree had to have studied medicine for three years, two of which were devoted to the regular courses given at the university, attended lectures on "Natural & Experimental Philosophy," and have reached the age of twenty-one years before he was eligible to receive the Bachelor of Medicine degree. He did not, however, have to wait three years for his degree of Doctor of Medicine if at the time of graduation he submitted and successfully defended "a Thesis on any subject in Medicine."<sup>153</sup> After the merging of the College and Academy of Philadelphia with the University of the State of Pennsylvania to form the University of Pennsylvania, the Bachelor of Medicine degree was eliminated, and the thesis became an integral part of the requirements for the degree of Doctor of Medicine.<sup>154</sup> Although the faculty proposed dispensing with the thesis (1806) on the grounds that they seldom contained "any new matter," and placed an added burden of time and expense on the student, the trustees persisted in maintaining it, but agreed that it might be published or not at the option of the graduate.<sup>155</sup>

Attendance upon the two-year ungraded curriculum, extending four months out of each year, study for at least an additional year with a medical preceptor, the writing of a thesis, and the attaining of the age of twenty-one years were adopted as requirements for the medical degree by new schools as they arose; and they remained substantially

<sup>152</sup> C.A.C., Minutes of Trustees, I, May 12, 1767, pp. 319-20.

<sup>153</sup> U.S.P., Minutes of Trustees, IV, July 7, 1790, pp. 64-65.

<sup>154</sup> U.P., Minutes of Trustees, V, March 1, 1792, pp. 51-52.

<sup>155</sup> Medical Faculty to Trustees of the University of Pennsylvania, November 22, 1806, University Papers, V, 70; U.P., Minutes of Trustees, V, January 6, 1807, p. 308.

in force beyond the mid-point of the nineteenth century.<sup>156</sup> Attempts were made during this period to lengthen the academic year to conform in some measure to the European standard of six months; but in lieu of this spring lectures were instituted for which no credit was given towards the degree, and attendance upon which was entirely optional.<sup>157</sup> Gradually, small weekly increments were made to the period of required attendance<sup>158</sup> until in 1853 the Female Medical College, following the example of the University of Pennsylvania, lengthened the course to five months.<sup>159</sup>

Methodology yielded to change much more slowly. Didactic lectures were delivered by the various professors without planned provision for the learner's rate of progress, the difficulty of the subject matter, or its relationship to other areas of medical education. Possibly the first break with tradition occurred when Penn Medical University announced (1854) the division of the two-year course into four separate parts: "First or Philosophical Course; Second or Physiological Course; Third or Pathological Course; Fourth or Practical Course." Of this innovation, the school declared: "it will be readily perceived that this institution has introduced a radical change and thorough improvement into the business of medical education in this country."<sup>160</sup> Five years later the faculty was "pleased to say that the American Medical Association has given its approval to the main features of our method of instruction, and recommended it for general adoption in the Medical Schools of our country. It is also advocated by the leading Medical Journals of the land."<sup>161</sup>

However, the recognized superiority of the graded system of instruction did not immediately assure its adoption. Even after the inauguration of the optional three-year graded curriculum by Hahne-

<sup>156</sup> Compare B. R. Rhees, *An Address Delivered March 8, 1825, in the Hall of the Medical Faculty of Jefferson College, Located in Philadelphia* (Philadelphia, 1825), iii-iv, in Library of Jefferson Medical College, Philadelphia; Jefferson Medical College, *Annual Announcment* (1832-33), 9-10; Pennsylvania College, *Catalogue* (1844), 5; Franklin Medical College, *Annual Announcment* (1846-47), 8; Philadelphia College of Medicine, *Annual Announcment* (1847-48), 13; Homoeopathic Medical College, *Annual Announcment* (1849-50), 13-15; Female Medical College, *Annual Announcment* (1853-54), 11-13.

<sup>157</sup> Jefferson Medical College, *Annual Announcment* (1832-33), 6 ff.; *Spring Announcment* (1833), 3-4.

<sup>158</sup> Jefferson Medical College, *Annual Announcment* (1848-49), 16.

<sup>159</sup> Female Medical College, *Annual Announcment* (1853-54), 5.

<sup>160</sup> Penn Medical University, *Progressive System of Medical Education of the Penn Medical University* (Philadelphia, 1854), 3-6.

<sup>161</sup> Penn Medical University, *Announcment* (1859-60), 6.



mann and Woman's Medical College in 1869 and by Jefferson Medical College in 1872, the old two-year course persisted as the requirement for the medical degree.<sup>162</sup> Its end was forecast in 1876 when the University of Pennsylvania made the three-year "progressive" curriculum mandatory, declaring: "Exclusively didactic teaching has been universally abandoned in every branch of scientific and technical education, save the medical. Therefore, in inaugurating the reform the Trustees and the Medical Faculty of the University felt that they were only adopting a method which, in other departments of science, had produced the most valuable fruits."<sup>163</sup> The other schools followed somewhat later.<sup>164</sup> Having made this decisive break with the past, it was a relatively short step to the adoption of the obligatory four-year course of study. The University of Pennsylvania undertook it in 1892, Woman's Medical College in 1893, Hahnemann in 1894, Jefferson in 1895, and the Western University of Pennsylvania in 1895.<sup>165</sup>

In the processes of modernization, other vestiges of the past were gradually eliminated. The thesis as a requirement for graduation was discarded after 1885.<sup>166</sup> With the lengthening of the required course of instruction to three and four years, the colleges began to assume the functions previously exercised by individual preceptors, so that by 1890 the apprentice or preceptor system also disappeared.<sup>167</sup>

But the requirements for admission lagged behind the advancing movement. In 1884, for example, the Jefferson Medical College annual announcement stated that "Students entering this College are presumed to have the necessary education for undertaking the study of

<sup>162</sup> Hahnemann Medical College, *Annual Announcement* (1869-70), 33-35; Woman's Medical College, *Annual Announcement* (1869-70), 6-7; Jefferson Medical College, *Annual Announcement* (1872-73), 5, 8.

<sup>163</sup> U.P., *Catalogue* (1877-78), 56 ff.

<sup>164</sup> Woman's Medical College in 1881, Hahnemann in 1866, Western Pennsylvania Medical College in 1886, and Jefferson in 1890. Woman's Medical College, *Annual Announcement* (1880-81), 8; Hahnemann Medical College, *Annual Announcement* (1886-87), 23; *USRCE, 1886-1887*, p. 763; Jefferson Medical College, *Annual Announcement* (1888-89), 17.

<sup>165</sup> U.P., *Minutes of Trustees*, XII, January 12, 1892, p. 642; Woman's Medical College, *Annual Announcement* (1893-94), 8; Hahnemann Medical College, *Annual Announcement* (1894-95), 8-10; Jefferson Medical College, *Annual Announcement* (1895-96), 8; Western University of Pennsylvania, *Minutes of Trustees*, III, March 19, 1894, pp. 325-26.

<sup>166</sup> See, for example, Jefferson Medical College, *Annual Announcement* (1885-86), 16-17; Hahnemann Medical College, *Annual Announcement* (1885-86), 25-26; Woman's Medical College, *Minutes of Faculty*, IV, October 20, 1888, p. 10, in the Dean's office, Woman's Medical College.

<sup>167</sup> Hahnemann Medical College, *Annual Announcement* (1890-91), 22 ff.



medicine, and hence no preliminary examination is required. . . ."<sup>168</sup> After 1890 students submitting a high school diploma were admitted without examination.<sup>169</sup> Even this requirement was not uniformly adopted by all medical schools; so that the Association of American Medical Colleges was constrained to insist that effective July 1, 1905,

Every college holding membership in this Association shall demand of each student, as a minimum requirement for admission to the medical course, either (a) a diploma from a four-year high school or academy or normal school requiring for admission evidence of the completion of an eight-year course in primary and intermediate schools, or (b) a bachelor's degree from an approved college or university. . . .<sup>170</sup>

By 1914 a year of college work was required in addition to the high school diploma.<sup>171</sup> This was increased to two years of college courses in 1916;<sup>172</sup> and beginning with 1929, the prerequisites for admission to a medical school included "Three years of collegiate work in an approved College of Arts and Science."<sup>173</sup>

The invidious comparisons made between the American and European systems of medical education in the nineteenth century and as late as 1925,<sup>174</sup> to the disadvantage of the former, were no longer valid in the mid-twentieth century. On the contrary, the training the American medical student was now receiving was held by many to be superior to that offered abroad. In fact, at the fiftieth annual Congress on Medical Education and Licensure, Dr. Willard C. Rappleye, dean of the medical faculty of Columbia University, warned that the medical profession was being infiltrated by large numbers of foreign doctors who lacked basic professional education. At the same congress Dr. Edward L. Turner, secretary of the Council of Medical Education and

<sup>168</sup> Jefferson Medical College, *Annual Announcement* (1884-85), 17.

<sup>169</sup> *Ibid.* (1890-91), 17.

<sup>170</sup> Woman's Medical College, *Annual Announcement* (1904-1905), 12.

<sup>171</sup> Jefferson Medical College, *Annual Announcement* (1913-14), 43-44; Woman's Medical College, *Annual Announcement* (1913-14), 12.

<sup>172</sup> Jefferson Medical College, *Annual Announcement* (1915-16), 42; Woman's Medical College, *Annual Announcement* (1915-16), 12.

<sup>173</sup> Jefferson Medical College, *Annual Announcement* (1929-30), 50.

<sup>174</sup> Compare Alfred Stillé, *Medical Education in the United States: An Address, Delivered to the Students of the Philadelphia Association for Medical Instruction, at the Close of the Session of 1846* (Philadelphia, 1846), 13-14, in the Historical Society of Pennsylvania; Charles Warren, "Medical Education in the United States," *USRCE*, 1870, pp. 384 ff.; "Medical Instruction in the United States as Presented by French Specialists," *ibid.*, 1892-1893, 1, 601 ff.; see Abraham Flexner, *Medical Education*.

Hospitals of the American Medical Association, urged the adoption of a uniform code for screening the competence of foreign-trained physicians.<sup>175</sup>

## 2. DENTISTRY

**Founding Dental Schools.** The practice of dentistry in the United States as a distinct branch of medical science by men specifically trained as dentists probably dates from 1766 with the arrival of John Woofendale from England.<sup>176</sup> He was succeeded by others, like Dr. Le Mayeur, a specialist in the transplanting of teeth, who made a great success of this novelty in Philadelphia and who succeeded in parting the patricians from a good deal of their money.<sup>177</sup> In the absence of schools organized for that purpose, either here or abroad, men aspiring to become dentists received their training by serving as apprentices to established practitioners. What may have been the first course of formal lectures in dentistry was delivered at the medical school of the University of Maryland in 1825 by Horace H. Hayden, who served his apprenticeship under John Greenwood, dentist to George Washington.<sup>178</sup> However, systematic teaching in separately established schools did not come about until 1840, when the first dental college in the world, the Baltimore College of Dental Surgery, opened its doors for instruction and conferred the degree of Doctor of Dental Surgery upon two of its graduates in 1841.<sup>179</sup>

Despite its heritage as the medical center of the nation, Philadelphia failed to found a dental school until the nineteenth century had reached its mid-point. In 1850 the legislature chartered the Philadelphia College of Dentistry with the power of granting the degree of Doctor of Dental Surgery.<sup>180</sup> With a faculty nominated by the Pennsylvania Association of Dental Surgeons, the institution, adopting the name of the Philadelphia College of Dental Surgery, commenced its

<sup>175</sup> New York Times, February 8, 9, 1954.

<sup>176</sup> James E. Dexter, *A History of Dental and Oral Science in America* (Philadelphia, 1876), 5.

<sup>177</sup> Watson, *Annals*, 1, 179.

<sup>178</sup> Shryock, *Development of Modern Medicine*, 178; Charles R. E. Koch (ed.), *History of Dental Surgery* (3 vols.; Chicago, 1909), I, 86-87.

<sup>179</sup> Dexter, *History of Dental and Oral Science*, 180. The Minutes of Trustees of the University of Pennsylvania, XIV, April 19, 1904, p. 286, record the receipt of a gift of one of the first diplomas issued by the Baltimore College in 1841 to Robert Arthur.

<sup>180</sup> Act of May 13, 1850, Pennsylvania, *Laws, 1850*, p. 1050.

first course of lectures November 1, 1852.<sup>181</sup> The following year, out of a class of thirty-three matriculants, seven were awarded the degree of Doctor of Dental Surgery.<sup>182</sup> Serious differences involving questionable ethical practices soon arose between faculty and trustees to disrupt the life of the college. Acting contrary to the considered judgment of the faculty, the trustees (1855) conferred an honorary D.D.S. degree on a student whom the faculty deemed unworthy of receiving the regular degree in course.<sup>183</sup> Again, in 1856, ignoring the protests of the faculty, the trustees awarded honorary degrees to two gentlemen of doubtful professional attainments. The faculty resigned; and the life of the first college of dentistry in Pennsylvania was terminated.<sup>184</sup>

Out of this unsuccessful venture emerged the second school of dentistry founded in Pennsylvania. Through the efforts of a majority of the faculty of the deceased institution, the legislature (1856) incorporated the Pennsylvania College of Dental Surgery.<sup>185</sup> To guard against a repetition of the practices which resulted in the downfall of the predecessor institution, the incorporators deliberately inserted a clause in the charter which prohibited the conferring of degrees "whether honorary or, upon the qualified students of the college, without the written request of . . . [the] faculty."<sup>186</sup>

The school was opened November 3, 1856, with an initial enrollment of thirty-three students.<sup>187</sup> At the close of the first academic year (March, 1857) the degree of Doctor of Dental Surgery was conferred upon thirteen graduates.<sup>188</sup> Throughout the nineteenth century the college prospered, reaching a maximum student enrollment of

<sup>181</sup> Dexter, *History of Dental and Oral Science*, 184; Philadelphia College of Dental Surgery, *First Annual Annoucement* (1852-53), 6, in library of Dental School, University of Pennsylvania.

<sup>182</sup> Philadelphia College of Dental Surgery, *Annual Annoucement* (1853-54), 11-12.

<sup>183</sup> Dexter, *History of Dental and Oral Science*, 184-85.

<sup>184</sup> Pennsylvania College of Dental Surgery, *First Annual Annoucement* (1856-57), 16; Harold L. Faggart, "The Beginning of Dental Education in Philadelphia," *Journal of American College of Dentists*, XVII (December, 1950), 393; W. L. J. Griffin, "Historical Sketch of the Philadelphia College of Dental Surgery," *Proceedings Commemorating Fiftieth Anniversary of Graduation of Class of 1854* (Philadelphia, 1904), 33 ff.

<sup>185</sup> C. N. Pierce, "Pennsylvania College of Dental Surgery," College and University Council, "Biennial Report on Higher Education," *PRSPI*, 1900, p. 90; Act of April 3, 1856, Pennsylvania, *Laws*, 1856, p. 228.

<sup>186</sup> *Ibid.*; Pennsylvania College of Dentistry, *First Annual Annoucement* (1856-57), 16.

<sup>187</sup> *Ibid.*; *Annual Annoucement* (1857-58), 16.

<sup>188</sup> *Ibid.*

335 students in the session of 1895-1896.<sup>189</sup> But the opening decade of the twentieth century found the institution ill prepared to meet the demands of a rapidly developing dental science. Without endowment and dependent solely upon student fees,<sup>190</sup> the trustees found it increasingly difficult to repair the ravages of obsolescence. In 1908 a committee appointed by the trustees of Temple University to investigate the possibility of purchasing the college stated that "the equipment was old, worn and not up-to-date by any means, and the most of it would have to be renewed at considerable expense in order to reap good results." Further, the building was so run down that "it could not be put in first class condition . . . without the expenditure of a very large sum of money." Finally, the committee declared "that there was really nothing to sell except the good will and equipment."<sup>191</sup> A year later the college graduated its last class and slipped quietly from the educational scene.<sup>192</sup> Whatever remained of its liquidated assets were turned over to the University of Pennsylvania by decree of the Court of Common Pleas on February 18, 1918. In the same year (July 2, 1918) the court dissolved the corporation known as the Pennsylvania College of Dental Surgery.<sup>193</sup>

Scarcely seven years had passed after the incorporation of the Pennsylvania College of Dental Surgery when the legislature (1863) chartered the Philadelphia Dental College. With the unfortunate experiences of the first Pennsylvania school of dentistry apparently still fresh in their memories, the progenitors of the new institution, by specific charter provision, prohibited the conferring of any kind of degree without the written request of the faculty.<sup>194</sup> The trustees held their first meeting shortly after receiving the act of incorporation and elected a faculty consisting of a professor of chemistry and metallurgy, a professor of dental physiology and operative dentistry, a professor of mechanical dentistry, a professor of the institutes of dentistry, a professor of anatomy and physiology, and two "Demonstrators."<sup>195</sup>

<sup>189</sup> *Ibid.* (1896-97), 21 ff.

<sup>190</sup> *PRSPI*, 1905, p. 585.

<sup>191</sup> Temple University, Minutes of Trustees, III, February 22, 1908, p. 258.

<sup>192</sup> Faggart, "Dental Education in Philadelphia," 401.

<sup>193</sup> Neither the decree of the Court of Common Pleas No. 1, February 18, 1918, nor the decree of the Court of Common Pleas No. 3, June Term, 1918, No. 632, July 2, 1918, are recorded in the office of the Recorder of Deeds; but the separate decrees are on file in the office of the Prothonotary of Philadelphia County.

<sup>194</sup> Act of April 18, 1863, Pennsylvania, *Laws*, 1863, p. 511.

<sup>195</sup> Philadelphia Dental College, Minutes of Trustees, I, June 9, 1863, in Museum, Temple University Dental School.



Classes were commenced in November, 1863.<sup>196</sup> Upon the recommendation of the faculty (1864), the trustees issued their mandamus for conferring the degree of D.D.S. upon six graduates at a public commencement to be held February 29, 1864.<sup>197</sup> Although occasional difficulties of a financial and ethical nature may have ruffled the tenor of normal progress, the college continued uninterruptedly until 1906 when it was merged with Temple University.<sup>198</sup>

Had the University of Pennsylvania acted upon a communication received in 1851 from Dr. E. B. Gardette suggesting the establishment of a professorship of "Dental Surgery," it might have organized the first school of dentistry in Pennsylvania.<sup>199</sup> However, such action was deferred until 1878, when the trustees resolved "That there be a Dental Department of the University of Pennsylvania," determined upon the professorships to be established, and elected the first faculty.<sup>200</sup> Preliminary to the regular course of lectures, spring and fall sessions were instituted April 1 and September 9, 1878, respectively. The required or winter session was opened October 1, 1878.<sup>201</sup> At the commencement held March 14, 1879, the university conferred its first Doctor of Dental Surgery degrees upon twenty-five successful candidates.<sup>202</sup>

Before the close of the nineteenth century two other schools of dentistry were founded. In February, 1896, the trustees of the Western University of Pennsylvania considered the proposals of "a deputation representing the Dental surgeons of Pittsburgh & vicinity . . . to establish under the auspices of the Western University & in connection therewith, a School of Dental Surgery, to be known as the Department of Dental Surgery of the Western University of Pennsylvania."<sup>203</sup> These "Dental surgeons" secured a charter (April 20, 1896) from the Court of Common Pleas of Allegheny County incorporating the Pittsburgh College of Dental Surgery.<sup>204</sup> Opened in

<sup>196</sup> S. H. Guilford, "Philadelphia Dental College," College and University Council, "Biennial Report on Higher Education," *PRSPI*, 1900, p. 112.

<sup>197</sup> Philadelphia Dental College, Minutes of Trustees, I, February 3, 1864.

<sup>198</sup> *Ibid.*, February 27, 1865, February 23, 1874; Temple College, Minutes of Trustees, III, December 15, 1906, p. 210; College and University Council, "Biennial Report," *PRSPI*, 1908, p. 539.

<sup>199</sup> U.P., Minutes of Trustees, IX, July 1, 1851.

<sup>200</sup> *Ibid.*, XI, March 5, 12, 1878, pp. 435 ff., 440; *USRCE*, 1878, p. 20.

<sup>201</sup> U.P., *Catalogue* (1878-79), 109-10.

<sup>202</sup> U.P., Minutes of Trustees, XI, March 14, 1879, p. 483.

<sup>203</sup> Western University of Pennsylvania, Minutes of Trustees, February 10, 1896, pp. 410-11.

<sup>204</sup> Allegheny County, Charter Book, No. 22, p. 194 (April 20, 1896).



September, 1896, as the dental department of the Western University with the university conferring the degrees in dentistry upon its graduates, the school continued both as an affiliate and as an independently chartered institution until its stock was acquired by the university in 1905.<sup>205</sup>

At about the same time as the Pittsburgh College of Dental Surgery was being organized, the Medico-Chirurgical College of Philadelphia announced its intention of establishing "a Department of Dentistry . . . at the beginning of the session of 1897-98."<sup>206</sup> The dental department opened with an enrollment of fifty-nine students during the first year of its operations.<sup>207</sup> When the Medico-Chirurgical College was merged with the University of Pennsylvania in 1916, its dental department was united with the dental school of the university.<sup>208</sup>

The twentieth century witnessed the consolidation and strengthening of already existing schools of dentistry, rather than the founding of new ones. A postgraduate school called "The Post Graduate School of Dentistry of Philadelphia" was chartered by the Court of Common Pleas of Philadelphia in 1910.<sup>209</sup> Later in the same year the trustees of the University of Pennsylvania resolved to establish "a Post Graduate School in connection with the University Dental School," and for this purpose purchased of Dr. Fred A. Peese "the good will and equipment of a school known as the 'Peese Post Graduate School.'"<sup>210</sup> But there is no evidence that the Peese school and the Post Graduate School of Dentistry of Philadelphia were related, or that the latter ever acquired other than paper existence.

**Curriculum.** Adopting the practice of the medical schools of the period, the early colleges of dentistry required the student for the degree of Doctor of Dental Surgery to have studied under a private preceptor "at least two years, including his course of instruction in the College."<sup>211</sup> The lectures comprising the ungraded curriculum, as well as the practical and clinical demonstrations, were given in the areas of anatomy and physiology; chemistry, materia medica and

<sup>205</sup> *USRCE, 1897-1898*, II, 1948-49; Western University, *Catalogue* (1896-97), 178; Western University, *Minutes of Trustees*, October 5, 1905, p. 268.

<sup>206</sup> Medico-Chirurgical College, *Announcement* (1896-97), 13.

<sup>207</sup> Weisenburg, *Medico-Chirurgical College and Hospital*, 19.

<sup>208</sup> Philadelphia County, *Charter Book*, No. 60, p. 21 (July 31, 1916).

<sup>209</sup> *Ibid.*, No. 41, p. 356 (May 23, 1910).

<sup>210</sup> U.P., *Minutes of Trustees*, XV, November 1, 1910, p. 111.

<sup>211</sup> Philadelphia College of Dental Surgery, *First Annual Announcement* (1852-53), 5; Pennsylvania College of Dental Surgery, *First Annual Announcement* (1856-57), 14.

dental therapeutics; principles of dental surgery; operative surgery; and mechanical dentistry.<sup>212</sup> Before taking his degree, the candidate had to have reached the age of twenty-one years; prepared and defended a thesis; treated a patient requiring all the usual dental operations, and brought the patient before the professor of operative dental surgery; prepared at least "one artificial case"; created a specimen to be deposited in the college collection; and successfully passed an examination before the faculty.<sup>213</sup>

Gradual increments were made to the length of the regular term, frequently resulting in a temporary diminution of the number of matriculants.<sup>214</sup> Beginning with 1890, the course was increased to three years.<sup>215</sup> At the same time, the practice of grading the curriculum—a tendency which had been initiated by the University of Pennsylvania<sup>216</sup> in its two-year course—was instituted.<sup>217</sup> In 1917 the length of the course was expanded to consist of four annual sessions, each in a separate academic year.<sup>218</sup>

Paralleling rather closely the evolutionary advances of medical education, the schools of dentistry gradually eliminated the apprenticeship or preceptorship system by substituting in its place attendance at "Spring" and "Preliminary" sessions.<sup>219</sup> Similarly, they hesitantly introduced more stringent requirements for admission. At the outset, and for many years thereafter, the colleges did not stipulate specific prerequisites for matriculation.<sup>220</sup> However, by 1885, in conformity with the policy of the National Association of Dental Faculties, the qualifications for admission were generally stated in the following terms: "Applicants for matriculation must be familiar with the English language, and must give satisfactory evidence, by an examination, of having received a good preliminary education, or exhibit a college

<sup>212</sup> Philadelphia College of Dental Surgery, *First Annual Announcement*, 1 ff.

<sup>213</sup> Pennsylvania College of Dental Surgery, *First Annual Announcement*, 14.

<sup>214</sup> See, for example, Philadelphia Dental College, *Minutes of Trustees*, I, March 10, 1868.

<sup>215</sup> U.P., *Minutes of Trustees*, XII, January 7, 1890, p. 510; Philadelphia Dental College, *Announcement* (1894-95), 7; Western University of Pennsylvania, *Catalogue* (1896-97), 179.

<sup>216</sup> *USRCE, 1883-1884*, p. 238.

<sup>217</sup> See, for example, Medico-Chirurgical College, *Announcement* (1898-99), 84; Temple College, *Catalogue* (1907-1908), 219 ff.

<sup>218</sup> U.P., *Catalogue* (1917-18), 472.

<sup>219</sup> *Ibid.* (1883-84), 77; Philadelphia Dental College, *Announcement* (1880-81), 11.

<sup>220</sup> Compare Philadelphia College of Dental Surgery, *Announcement* (1852-53); Pennsylvania College of Dental Surgery, *Announcement* (1856-57); Philadelphia Dental College, *Announcement* (1880-81).

diploma or satisfactory certificate."<sup>221</sup> At the turn of the century a diploma from an approved three-year high school course was sufficient to admit a student.<sup>222</sup> This requirement still obtained in 1910 if the diploma presented were from a high school offering a four-year course.<sup>223</sup> It was not until 1921 that the completion of one year of work at a liberal arts college was made a condition for matriculation.<sup>224</sup> This was finally expanded in 1927 to embrace the equivalent of two years of college courses prior to the inception of dental studies.<sup>225</sup>

### 3. PHARMACY

Pharmaceutical and chemical training was early recognized by the founders of the medical school of the University of Pennsylvania as an integral part of the medical education of physicians. Thus, courses in materia medica and chemistry were made prerequisites for obtaining a degree in medicine; a separate professorship of "Botany and Materia Medica" was established in 1768; and in 1769, "in Consideration of Dr. Rush's Character as an able *Chemist*, he was unanimously appointed Professor of Chemistry in this College."<sup>226</sup> Formal lectures in pharmacy were delivered "in the Hall of the University" in 1816 and 1817 by Dr. James Mease.<sup>227</sup> These, however, did not prove sufficient; and upon the earnest solicitation of Dr. John R. Coxe, dean of the medical faculty, suggesting the propriety of "sanctioning under the authority of the Board, by license granted after due examination, Apothecaries in their particular avocations," the trustees appointed a committee to consider the matter.<sup>228</sup> Convinced of "the necessity of providing by some of the means within our power against the danger to the lives of our fellow Citizens arising from the ignorance of Apothecaries unqualified for the exercise of their profession and the carelessness of those who do not sufficiently reflect on the heavy responsibility attached to it," the committee proposed the adoption of specific measures

<sup>221</sup> Philadelphia Dental College, *Announcement* (1885-86), 8.

<sup>222</sup> U.P., *Catalogue* (1900-1901), 303.

<sup>223</sup> *Ibid.* (1910-11), 513.

<sup>224</sup> *Ibid.* (1920-21), 147.

<sup>225</sup> *Ibid.* (1926-27), 253.

<sup>226</sup> C.A.C., Minutes of Trustees, I, May 12, 1767, pp. 319-20; January 26, 1768, p. 333; II, August 1, 1769, p. 11.

<sup>227</sup> U.P., Minutes of Trustees, VI, November 5, 1816, p. 193; November 4, 1817, p. 223.

<sup>228</sup> *Ibid.*, March 7, 1820, p. 301.

to remedy the evil.<sup>229</sup> Consequently, on February 6, 1821, the trustees agreed to the following resolution:

That the Degree of Master of Pharmacy be and it is hereby instituted to be conferred hereafter by the Trustees of this University on such persons exercising or intending to exercise the profession of an Apothecary as are and shall be duly qualified to receive the same.

That every person who shall have served a regular apprenticeship, of at least three years, with a reputable apothecary or a Master of Pharmacy and who shall exercise or intend to exercise the profession of an Apothecary in this State or elsewhere may on application to this board obtain the degree of Master of Pharmacy. Provided he shall produce a Certificate of the Faculty of Medicine signed by the Dean thereof of his being qualified to receive the same; which Certificate the Faculty may grant on the ascertainment of the Professor of Chemistry, Materia Medica and Pharmacy who shall have examined the candidate, and also a Certificate of his good moral character.

That in future it shall be requisite for obtaining such degree that the Candidate shall have attended at least two courses of Lectures in Chemistry, Materia Medica and Pharmacy in this University.<sup>230</sup>

This was the beginning of what was perhaps the first school of pharmacy in America. Evidently, the movement struck a chord of popular approval, for in April of the same year sixteen candidates were examined and awarded the degree of Master of Pharmacy.<sup>231</sup> Two years later the trustees conferred what may have been the first Doctor of Pharmacy degree on Charles F. Wilstack of Washington, District of Columbia.<sup>232</sup> However, the school was almost immediately supplanted by an independent institution initiated by the apothecaries of Philadelphia.

Disturbed over the action taken by the university, "a Meeting of the Druggists & Apothecarys of the city & Liberties of Philad<sup>a</sup> held at Carpenters Hall Feb. 23, 1821" considered a series of resolutions of which the following two are characteristic: "it is the sense of this meeting that it will be inexpedient for the Druggists and Apothecarys to accept of the proposition recently made by the Trustees of the University of Penn<sup>a</sup> in regard to granting Degrees of Master of

<sup>229</sup> Report of Committee on the Medical School, January 2, 1821, University Papers, XII, 1.

<sup>230</sup> U.P., Minutes of Trustees, VI, February 6, 1821, pp. 326-27.

<sup>231</sup> *Ibid.*, April 5, 1821, p. 232.

<sup>232</sup> *Ibid.*, VII, April 1, 1823, p. 32.



Pharmacy," and "it is the opinion of this meeting that the plan proposed to the Druggists and Apothecarys of the city and Liberties in the late Resolutions of the Trustees of the University of Penn<sup>a</sup> is liable to Serious objections and inadequate to the attainment of the objects which it has in view."<sup>233</sup> A committee appointed to review the various resolutions and to suggest a course of procedure modified the tone of rejection prevalent at the first meeting, commended "the motives and views of the Trustees," and recognized the need for eradicating and "preventing a recurrence of future injurious practices," but insisted that "The Establishment of a College of Apothecarys . . . & the erection of a School of Pharmacy whose [*sic*] lectures written expressly for the information and instruction of Druggists & Apothecarys will be delivered, appear to the Committee the best adapted to effectuate the reformation generally desired in the business & obtain the advantages which have been the object of such solicitude." The meeting concurred in these findings and adopted a constitution which established the Philadelphia College of Apothecaries.<sup>234</sup>

Officers and trustees were elected, and a committee was appointed "to take into consideration the subject of establishing a school of Pharmacy."<sup>235</sup> Among other matters, the rules submitted by the committee and adopted by the trustees for the conducting of the school provided for a faculty to consist of two lecturers: "one on Materia Medica and Pharmacy, and the other on Pharmaceutical and general Chemistry."<sup>236</sup> Accordingly, a few weeks later the trustees elected Dr. Samuel Jackson "Professor of Materia Medica & Pharmacy and Gerard Troost M.D. Professor of Chemistry."<sup>237</sup> A library committee was formed and "instructed to accept loans of Books and to procure subscriptions in money and Books from the members of the College towards the foundation of the Library."<sup>238</sup> It was decided to begin the

<sup>233</sup> Philadelphia College of Apothecaries, Minutes of Corporation, I, February 23, 1821, in vault of Philadelphia College of Pharmacy and Science.

<sup>234</sup> *Ibid.*, March 13, 1821; *The Constitution and By-Laws of the College of Apothecaries of Philadelphia* (Philadelphia, 1821), 3 ff., in Library of Philadelphia College of Pharmacy and Science.

<sup>235</sup> Philadelphia College of Apothecaries, Minutes of Corporation, March 27, 1821; Minutes of Trustees, I, March 29, 1821, pp. 1-2, also in vault of Philadelphia College of Pharmacy and Science.

<sup>236</sup> *Ibid.*, April 9, 1821, pp. 4-5; *Constitution and By-Laws*, 17.

<sup>237</sup> Philadelphia College of Apothecaries, Minutes of Trustees, I, April 23, 1821, pp. 7-8.

<sup>238</sup> *Ibid.*, May 28, 1821, p. 8.



lectures in the first week of November, 1821; and a hall was rented for this purpose.<sup>239</sup>

Later in the same year (1821) the College of Apothecaries approved a draft of a charter to be submitted to the State legislature.<sup>240</sup> The act of incorporation, granted by the General Assembly in 1822, erected the Philadelphia College of Pharmacy. Its preamble acknowledged the fact that "to dispense and prepare drugs and medicines for the use of the sick requires knowledge and skill of a peculiar kind, an ignorance of which opens the door to numerous abuses and evils and is pregnant with serious consequences to health and life." Further, the charter recognized the responsibility and "the duty of every good government to protect as far as in it lies, its citizens from those ills and dangers to which they become exposed in the multiplied relations of society, by promoting and encouraging wholesome institutions and regulations calculated to advance the well being, security and interests of the community. . . ." No specific provision was made for the granting of degrees.<sup>241</sup>

By the close of the year 1822 the trustees were able to report to the college corporation that the "organization of the school under suitable Professors" had been effected.<sup>242</sup> The following year they stated with satisfaction that, "from the interest which the lectures have excited in the students & the stimulus to exert themselves in the acquirement of knowledge upon subjects connected with their business," they had "full evidence of the practicability of effecting a complete and regular course of Pharmacological instruction arising entirely from a thirst for knowledge & a conviction of its advantages in a country where no compulsory legislative regulations exist."<sup>243</sup> Despite this student enthusiasm and application, none of them seemed to have carried it to the extent of fulfilling the requirements for graduation. It was not until 1826, almost five years after the initiation of the first lectures, that the "Committee of Examination" could report that "the under-mentioned Apprentices have been severally examined by them upon the Sciences taught in the School of Pharmacy—have presented written

<sup>239</sup> *Ibid.*, July 23, August 22, 1821, pp. 12, 13.

<sup>240</sup> Philadelphia College of Apothecaries, Minutes of Corporation, I, December 25, 1821.

<sup>241</sup> Act of March 30, 1822, Pennsylvania, *Laws, 1822*, p. 101.

<sup>242</sup> Philadelphia College of Apothecaries, Minutes of Corporation, I, December 31, 1822.

<sup>243</sup> *Ibid.*, I, March 25, 1823.

theses upon subjects reported and have served the regular term of apprenticeship required by the By-Laws." They therefore recommended, and the trustees agreed to grant the diploma of the college, "Graduate in the Philadelphia College of Pharmacy," to Charles H. Dingee, Charles McCormick, and William Sharp.<sup>244</sup>

Although the charter did not empower the corporation to award degrees, the college viewed the title "Graduate of the Philadelphia College of Pharmacy," or "Graduate in Pharmacy," as a degree conferred upon the successful candidate.<sup>245</sup> This oversight in the act of incorporation was remedied in 1878 when the Philadelphia Court of Common Pleas amended the charter, permitting the college "to confer degrees in pharmacy upon its graduates."<sup>246</sup> As the curriculum of the college was expanded to embrace other areas of science, permission was obtained from the College and University Council (March 31, 1920) to change the name to the Philadelphia College of Pharmacy and Science and to confer the degree of Bachelor of Science in Pharmacy, in Chemistry, in Pharmacognosy, and in Bacteriology.<sup>247</sup> Six years later the institution was recognized as worthy of conferring the Master of Science degree; and in 1933 the Philadelphia College of Pharmacy and Science was authorized to grant the degree of Doctor of Science in Pharmacy, Chemistry, Biology, and Bacteriology.<sup>248</sup>

More than half a century was to elapse from the founding of the Philadelphia College of Apothecaries before another school of pharmacy was established in Pennsylvania. In 1878 the trustees of the Western University of Pennsylvania received a communication from their professor of chemistry, Francis L. Phillips, stating that he intended to teach "a course in chemistry in the proposed school of pharmacy" and requesting that a room in the university building be set aside for the purposes of the contemplated institution.<sup>249</sup> At the same time, a charter was secured from the Court of Common Pleas of Allegheny County incorporating the Pittsburgh College of Phar-

<sup>244</sup> Philadelphia College of Pharmacy, Minutes of Trustees, I, August 22, 1826, pp. 150-51. Subsequently the title contained on the diploma was contracted to "Graduate in Pharmacy." See *ibid.*, September 30, 1828, pp. 177-78; June 23, 1829, p. 188; April 23, 1832, p. 239; March 18, 1834, p. 273.

<sup>245</sup> See, for example, Philadelphia College of Pharmacy, Minutes of Corporation, I, December 31, 1822; Philadelphia College of Pharmacy, Minutes of Trustees, I, September 30, 1828, pp. 177-78; June 23, 1829, p. 188.

<sup>246</sup> Philadelphia County, Charter Book, No. 4, p. 183 (September 2, 1878).

<sup>247</sup> *Ibid.*, No. 66, p. 536 (April 26, 1920).

<sup>248</sup> *Ibid.*, No. 94, p. 224 (July 1, 1926); No. 124, p. 201 (June 27, 1933).

<sup>249</sup> Western University of Pennsylvania, Minutes of Executive Committee of Trustees, September 20, 1878, pp. 183 ff.

macy for the purpose of "cultivating, improving and disseminating the knowledge of Pharmacy and its collateral branches of Science, and the giving instruction in the same by public lectures."<sup>250</sup>

Formal lectures were initiated in the same year (1878) by the newly created College of Pharmacy in quarters rented from the Western University of Pennsylvania.<sup>251</sup> A year later, eleven students, out of a total enrollment of sixteen received the degree of Ph.G., Graduate in Pharmacy.<sup>252</sup> In 1896 the institution was affiliated with the Western University of Pennsylvania.<sup>253</sup> This association persisted until 1948 when the Pittsburgh College of Pharmacy surrendered its charter and was organically merged with the University of Pittsburgh.<sup>254</sup>

Two other schools of pharmacy were projected in the nineteenth century. The first, the Powers College of Pharmacy and Chemistry, so named "out of respect for the memory of the late Thomas H. Powers," was chartered by the Court of Common Pleas of Philadelphia (1889) "for the purpose of teaching Chemistry, Botany, Materia Medica and Pharmacy," and of raising "the standard of education in the profession of Pharmacy." Appropriate degrees in pharmacy were to be conferred by the trustees "upon those who have pursued the full and proper course of studies and have passed a successful examination thereon."<sup>255</sup> There is no evidence, however, that the college was ever organized. The second, a department of the Medico-Chirurgical College, was instituted in 1898.<sup>256</sup> Although this functioned during the life of the college, it too ceased when the Medico-Chirurgical College was merged with the University of Pennsylvania in 1916, and its students of pharmacy were transferred to the Philadelphia College of Pharmacy.<sup>257</sup>

As the twentieth century dawned, Temple University announced the opening of a "course in Pharmacy" for "those taking the Star Nurses' Course, or to anyone desiring a general knowledge of drugs and their uses," which was to be introductory "to the full course in Pharmacy,

<sup>250</sup> Allegheny County, Charter Book, No. 6, p. 64 (September 23, 1878).

<sup>251</sup> *USRCE*, 1879, p. 592; Western University, Minutes of Executive Committee of Trustees, September 20, 1878, pp. 185-86; January 14, 1879, pp. 187-88.

<sup>252</sup> *USRCE*, 1879, pp. 592, 614.

<sup>253</sup> Western University, Minutes of Trustees, IV, March 12, June 1, 1896, pp. 72, 85.

<sup>254</sup> Allegheny County, Charter Book, No. 71, p. 717 (January 26, 1948); *PRSPI*, 1946-1948, p. 10.

<sup>255</sup> Philadelphia County, Charter Book, No. 15, p. 374 (December 21, 1889).

<sup>256</sup> Medico-Chirurgical College, *Announcement* (1898-99), 86-87, in Historical Society of Pennsylvania.

<sup>257</sup> College and University Council, "Biennial Report," *PRSPI*, 1916, p. 710.

which the College is soon to establish.”<sup>258</sup> In 1901 the institution requested those seeking “information in regard to the Department of Pharmacy” to communicate with the “Dean of the Temple College.”<sup>259</sup> It was not, however, until the following year that the college catalogue indicated the existence of an organized department by carrying descriptions of the course of instruction and the requirements for graduation.<sup>260</sup> In 1905 Temple College conferred its first degree in pharmacy, Graduate in Pharmacy, on one successful candidate.<sup>261</sup> A year later the trustees were informed “that Temple College of Pharmacy was placed on the recognized or favorable list of Colleges by the Pennsylvania Pharmacy Board.”<sup>262</sup> This was followed in 1907 by its complete separation from the department of medicine, with a dean of its own.<sup>263</sup> Operating largely as an evening school from the date of its inception, the school of pharmacy was transformed into a day department exclusively in 1921.<sup>264</sup>

The most recent school of pharmacy was founded in the western part of the State at the close of the first quarter of the twentieth century. Duquesne University announced that a school of pharmacy would be opened in September, 1925. This was the university's first venture into the field of medical science. As such, it was intended to conform to the standards of the American Conference of Pharmaceutical Faculties, and to meet “the legal requirements of Pennsylvania and all other states.”<sup>265</sup>

**Curriculum.** Simultaneously with their decision to distinguish the competent apothecaries from those ill-qualified to practice the trade by licensing the former with the degree of Master of Pharmacy, the trustees of the University of Pennsylvania made the future granting of the distinction dependent upon the attendance of “at least two courses of Lectures in Chemistry, Materia Medica and Pharmacy in this University,” in addition to having “served a regular apprenticeship, of at least three years, with a reputable apothecary or a Master of Pharmacy.”<sup>266</sup> These requirements were substantially those adopted

<sup>258</sup> Temple College, *Catalogue* (1898-99), 105.

<sup>259</sup> *Ibid.* (1901-1902), 151.

<sup>260</sup> *Ibid.* (1902-1903), 151-153. For some unaccountable reason the minutes of the trustees are silent with respect to the founding and organizing of the department of pharmacy.

<sup>261</sup> Temple College, Minutes of Trustees, III, May 13, 1905, pp. 28-29.

<sup>262</sup> *Ibid.*, February 10, 1906, p. 112.

<sup>263</sup> *Ibid.*, June 10, 1907, p. 251.

<sup>264</sup> Temple College, *Catalogue* (1921-22), 214.

<sup>265</sup> *Ibid.* (1925-26), 30, 31.

<sup>266</sup> U.P., Minutes of Trustees, VI, February 6, 1821, pp. 326-27.



by the College of Apothecaries for the granting of the diploma. However, the college further specified that the candidate be twenty-one years of age; and that he "Have served out an apprenticeship of at least 4 years, with a person qualified to conduct a Drug or Apothecary business," instead of the three demanded by the university.<sup>267</sup> In 1822 the presentation of an acceptable thesis was also made a condition for graduation.<sup>268</sup>

Virtually without change, the course of study as originally adopted remained in force for the greater part of the nineteenth century.<sup>269</sup> Not until 1870 was a laboratory established, allowing those students who desired it, "at a moderate charge . . . to avail themselves of practical laboratory instruction in chemistry and pharmacy."<sup>270</sup> In 1878 the two-year course of instruction was graded into an elementary or junior year and an advanced or senior year.<sup>271</sup> By 1889 the annual session or term had been extended to cover a period of six months, rather than the four that had thus far obtained.<sup>272</sup>

A radical change was effected in 1895 with the institution of a three-year curriculum.<sup>273</sup> At the same time, acting in unison with the Louisville College of Pharmacy, the trustees decided to confer the degree of "Doctor in Pharmacy" upon the graduates of the three-year course and the degree of "Pharmaceutical Chemist" upon those who completed the same course but who did not comply "with the requirements of practical experience in the drug business."<sup>274</sup> Furthermore, the college abandoned the hitherto prevailing policy of admitting students without examination, and required them either "to pass a satisfactory examination or present a certificate of passing a grammar school examination."<sup>275</sup> Accompanying these changes was a correspond-

<sup>267</sup> Philadelphia College of Apothecaries, Minutes of Trustees, I, April 9, 1821, pp. 4-5; *Constitution and By-Laws*, 17-18.

<sup>268</sup> Philadelphia College of Pharmacy, Minutes of Trustees, I, December 5, 1822, pp. 44-45.

<sup>269</sup> Philadelphia College of Pharmacy, *Catalogue* (1847), 9-11; *USRCE, 1883-1884*, p. 238.

<sup>270</sup> Philadelphia College of Pharmacy, *Catalogue* (1870-71), 9.

<sup>271</sup> *Ibid.* (1877-78), 18-19; (1878-79), 9 ff.

<sup>272</sup> *Ibid.* (1890-91), 7, 30; Philadelphia College of Pharmacy, Minutes of Trustees, I, December 5, 1822, p. 46.

<sup>273</sup> *Ibid.*, VI, May 1, 1895, pp. 103-104; *Catalogue* (1894-95), 23; Joseph W. England (ed.), *The First Century of the Philadelphia College of Pharmacy, 1821-1921* (Philadelphia, 1922), 198 ff.

<sup>274</sup> Philadelphia College of Pharmacy, Minutes of Trustees, VI, October 2, 1894, pp. 121-22; April 23, 1895, pp. 160 ff.

<sup>275</sup> *USRCE, 1878*, p. 212; Philadelphia College of Pharmacy, Minutes of Trustees, VI, May 7, 1895, p. 174.



ing breakdown in the apprenticeship system; for it was now announced that "The time actually spent in attendance upon lectures and practical instruction in the three Laboratories of Operative Pharmacy, Analytical Chemistry and Practical Botany and Vegetable Histology in the College, will be considered part of the time of apprenticeship required for graduation. . . ." <sup>276</sup>

The twentieth century witnessed a slow but steady evolution with respect to curriculum and admission requirements. In 1906 a candidate had to present a certificate "showing one year's completed work in an approved high school, or its equivalent," before being allowed to matriculate.<sup>277</sup> By 1915 the two-year curriculum leading to the Graduate in Pharmacy degree was reinstituted, and a four-year course inaugurated conferring the Bachelor of Science in Chemistry and Pharmacy on the successful student. For those pursuing the Doctor of Pharmacy or the Bachelor of Science courses, the admission requirements were extended to include the submission of a four-year high school diploma or its equivalent.<sup>278</sup> In 1921 the Doctor of Pharmacy degree was eliminated.<sup>279</sup> Four years later the two-year Graduate in Pharmacy course was extended to three years.<sup>280</sup> This was followed in 1929 by the announcement that after 1931 the "Bachelor of Science course will be the only pharmacy course to be given."<sup>281</sup>

#### 4. VETERINARY MEDICINE

Characteristic of its predecessors in the field of medical sciences, education in veterinary medicine experienced a number of projected efforts, but few successful ventures. A detailed description of the veterinary program proposed by the progenitors of the stillborn Rittenhouse College of 1837 has already been given.<sup>282</sup> Almost thirty years later, the legislature (1866) incorporated the Pennsylvania College of Veterinary Surgeons with the right to grant diplomas of Doctor in Veterinary Surgery.<sup>283</sup> But this too failed to come to life.

What was perhaps the first school of veterinary medicine in Pennsylvania to fulfill the function for which it was organized was

<sup>276</sup> Philadelphia College of Pharmacy, *Catalogue* (1895-96), 24.

<sup>277</sup> *Ibid.* (1906-1907), 9.

<sup>278</sup> *Ibid.* (1915-16), 13 ff., 19.

<sup>279</sup> *Ibid.* (1921-22), 12.

<sup>280</sup> *Ibid.* (1925-26), 11.

<sup>281</sup> *Ibid.* (1929-30), 13.

<sup>282</sup> *Supra*, 320.

<sup>283</sup> Act of April 11, 1866, Pennsylvania, *Laws, 1866*, p. 677.

chartered by the General Assembly in 1852 as "The Veterinary College of Philadelphia." Its purpose was defined as "The instruction of gentlemen in the art and science of veterinary medicine and surgery, and otherwise promoting the interests of veterinary science." The corporation was empowered "to grant diplomas, constituting the recipients, doctors in veterinary medicine and surgery."<sup>254</sup> However, the charter was to lie fallow for seven years before the incorporators were ready to announce that classes would commence "on the first Monday in November 1859, and continue four months."<sup>255</sup>

The faculty, consisting entirely of veterinary surgeons, included a "Professor of Materia Medica and Therapeutics," a "Professor of Pathology, Surgery, and Practice of Medicine in reference to all domestic Animals," a "Professor of Medical Chemistry and Pharmacy," and a "Professor of Anatomy, Physiology, and Operative Surgery." Lectures were scheduled embracing materia medica, pharmacy, therapeutics, anatomy, physiology, pathology, and surgery. In order to graduate with the appropriate diploma and degree, candidates were required to attend two full courses of lectures, to have studied at least two years "under some respectable practitioner of veterinary medicine" either before or during his term of college instruction, to have reached the age of twenty-one years, and to have presented "a thesis written in his own hand, on some Veterinary subject."<sup>256</sup>

There is some evidence indicating that lectures were delivered and that the college existed for a short period of time.<sup>257</sup> In 1861 the legislature amended the charter, authorizing the trustees to issue stock and allowing the stockholders to elect five directors who were to appoint the faculty and exercise the corporate powers.<sup>258</sup> But from this time on the institution's days appear to have been numbered. A final reference to the college was made by the United States Commissioner of Education in 1872. "Concerning the Pennsylvania Veterinary College, at Philadelphia," he said, "the statements are so conflicting that it is difficult to determine its status."<sup>259</sup>

<sup>254</sup> Act of April 15, 1852, *ibid.*, 1852, p. 346.

<sup>255</sup> Veterinary College of Philadelphia, *First Annual Announcement* (1859-60), 8, in Historical Society of Pennsylvania.

<sup>256</sup> *Ibid.*, 6-8.

<sup>257</sup> See Isaiah Michener, *Lecture Before the Students of the Philadelphia Veterinary Medical College, Session 1859-60* (Philadelphia, 1860), in Historical Society of Pennsylvania.

<sup>258</sup> Act of April 17, 1861, Pennsylvania, *Laws, 1861*, p. 353.

<sup>259</sup> *USRCE, 1872, LXXXI-LXXXIII.*

The only existing school of veterinary medicine in Pennsylvania received its initial creative impetus with a resolution of the trustees of the University of Pennsylvania (1878) "to establish one or more Veterinary Professorships in the University as soon as a suitable endowment can be raised for the purpose."<sup>290</sup> Such an endowment, in the amount of \$10,000, materialized four years later as a gift from J. B. Lippincott.<sup>291</sup> In 1883 a committee appointed for such purpose presented a plan for the building to be constructed for the new department. A veterinary faculty was elected; and the following year (1884) the trustees were informed that "the opening of the Veterinary Department took place on Thursday, October 2, and the lectures commenced at once. At the date of opening there were twenty students registered on the Matriculation Book."<sup>292</sup> In 1887 the university conferred its first Doctor of Veterinary Medicine degrees on ten successful graduates.<sup>293</sup>

Advancing beyond the curricular conceptions of its predecessors, the university from the outset announced the following graded course of instruction:

First Year: Chemistry, Materia Medica and Pharmacy, Physiology, Histology, Botany, Zoology, Veterinary Anatomy, and Forging.

Second Year: Medical Chemistry, Physiology, Therapeutics, General Pathology and Morbid Anatomy, Veterinary Anatomy, Surgical Pathology, Internal Pathology and the Contagious Diseases, Botany, Zoology, and Practical Farriery.

Third Year: Therapeutics, General Pathology and Morbid Anatomy, Surgical Pathology and Operative Surgery, Internal Pathology and the Contagious Diseases, Sanitary Police, Obstetrics, and Zootechnics.

Second-year students attended clinics and served as aids in the hospital; and third-year students were placed in charge of sick animals.<sup>294</sup>

The requirements for admission were low. A student was permitted to matriculate if he could write an acceptable essay, "which may serve as a test in orthography and grammar," and pass an examination in elementary physics.<sup>295</sup> In 1914, a year before the course was made

<sup>290</sup> U.P., Minutes of Trustees, XI, January 1, 1878, p. 428.

<sup>291</sup> *Ibid.*, XII, November 14, 1882, p. 15.

<sup>292</sup> *Ibid.*, May 1, December 12, 1883, pp. 60, 103; October 7, 1884, pp. 152-53.

<sup>293</sup> *Ibid.*, June 8, 1887, p. 327.

<sup>294</sup> U.P., *Catalogue* (1883-84), 90.

<sup>295</sup> *Ibid.* (1884-85), 96.

four years in length, the admission standards were raised to include two years of satisfactory high school work covering a total of eight units of English, algebra, history, and other subjects.<sup>296</sup> It was not until 1936 that a year of college work was made a condition for matriculation.<sup>297</sup> Three years later the admission requirements were raised to include two years of college work.<sup>298</sup>

### 5. CHIROPODY

Possibly the earliest attempt in Pennsylvania to establish an institution devoted to instruction in chiropody was made in 1909 when the Governor of the Commonwealth issued letters patent to a private stock company incorporating the Pennsylvania College of Chiropody at Philadelphia.<sup>299</sup> However, the records of history are silent as to the fate of the college beyond the chartering stage. It remained for Temple University to announce that a "Department of Chiropody," claimed to be the second school of its kind in the country and the first such school to be made a department of a university, would be opened in September, 1915.<sup>300</sup> A year later, four candidates who had completed the course were awarded the diploma of "Graduate in Chiropody."<sup>301</sup>

To receive the diploma in chiropody, the student had to be twenty-one years of age and had to complete the one-year course of study consisting of thirty-four weeks of lectures in "Anatomy, Pathology, Physiology, Chemistry, Materia Medica and Therapeutics, Didactic Chiropody, Clinical Chiropody, Surgery, Hygiene and Sanitation, Histology, Dermatology, Orthopedics and Bacteriology."<sup>302</sup> The length of the course was increased to two years in 1924. By 1932 the curriculum was expanded to embrace three years of study.<sup>303</sup> With the adoption of the four-year program in 1937, the university discarded the Graduate in Chiropody diploma and in its stead substituted the degree of Doctor of Surgical Chiropody.<sup>304</sup>

<sup>296</sup> *Ibid.* (1914-15), 448; (1915-16), 465-67.

<sup>297</sup> *Ibid.* (1935-36), 247-48.

<sup>298</sup> *Ibid.* (1939-40), 255.

<sup>299</sup> Philadelphia County, Charter Book, No. 38, p. 397 (January 11, 1909).

<sup>300</sup> Temple University, *Catalogue* (1915-16), 327.

<sup>301</sup> Temple University, Minutes of Trustees, VII, June 17, 1916, p. 546.

<sup>302</sup> Temple University, *Catalogue* (1916-17), 325, 333.

<sup>303</sup> *Ibid.* (1924-25), 373; *Chiropody Catalogue* (1932-33), 16-17.

<sup>304</sup> Temple University, *Catalogue* (1937-38), 412-14.



Initially, the minimum requirements for admission were stated in terms of the completion of a one-year high school course or its equivalent.<sup>305</sup> This was increased to two years in 1922; to three years in 1923; and beginning with September, 1924, four years of high school were demanded as a condition for matriculation.<sup>306</sup> Despite the offering of the doctor's degree in chiropody in 1937, it was not until September, 1943, that the admission requirements were advanced to include one year of work at a liberal arts college.<sup>307</sup>

## 6. OPTOMETRY

A technical institute styling itself "The Philadelphia Optical College" was chartered as early as 1892 by the Court of Common Pleas of Philadelphia for the purpose "of establishing an institution to furnish a course of instruction in optics and in the fitting of glasses for defective vision with power and authority to confer appropriate degrees."<sup>308</sup> Although it did confer degrees as late as 1940, it was not a school of optometry as the term was defined by an act of legislature in 1917.<sup>309</sup> Prior to this legislation, another venture, the "Pennsylvania College of Ophthalmetry" at Reading, had been chartered (1904) by the Court of Common Pleas of Berks County for the "support and maintenance of an institution for teaching by correspondence or otherwise the science of ophthalmetry or the correction of defective vision by aid of lenses."<sup>310</sup> This, however, appears to have expired at birth; for there is no evidence that the "college" opened its doors.

The stimulus to establish a school devoted to instruction in optometry was provided by a legislative act of 1917.<sup>311</sup> At a meeting held for

<sup>305</sup> *Ibid.* (1916-17), 324.

<sup>306</sup> *Ibid.* (1922-23), 359; (1923-24), 354.

<sup>307</sup> Temple University, *Chiropody Catalogue* (1942-43), 12.

<sup>308</sup> Philadelphia County, Charter Book, No. 18, p. 334 (September 19, 1892).

<sup>309</sup> *PRSPI*, 1942, p. 16; Act of March 30, 1917, Pennsylvania, *Laws*, 1917, p. 21.

<sup>310</sup> Berks County, Charter Book, No. 5, p. 520 (July 11, 1904).

<sup>311</sup> Albert Fitch, "Brief History of Pennsylvania State College of Optometry," Pennsylvania State College of Optometry, *Black and White* (1922), 10. In an interview held March 31, 1952, Dr. Fitch, president of the college, related that, at the time of signing the optometry bill in 1917, Governor Brunbaugh stated to Dr. Fitch and others witnessing the signature that if the act were to continue in force without repeal by a subsequent legislature, the optometrists would have to raise the educational qualifications of the members of their profession. It was this statement, according to Dr. Fitch, that provided the initial impetus for organizing the college. *Black and White*, *Annual*, *The Iris*, and the Minutes of Trustees are in the President's Office, Pennsylvania State College of Optometry; and catalogues are in the library.



this purpose (1918) it was stated: "that We as Optometrists, start or Establish a College of our OWN, and that if we don't there would be no New Men to take the place made vacant when we are gone, and the LAW says that all Optometrists MUST have TWO years of an Optical College and pass the state board of examiners. . . ." Accordingly, the meeting organized itself into the "Philadelphia College of Optometrist [*sic*] Association." Committees were appointed to consider the questions of adequate housing, faculty, and equipment.<sup>312</sup> An attempt was made to broaden the composition of the association by inviting interested optometrists from Pennsylvania and adjacent states to a meeting (1919), where the decision to organize a college of optometry was confirmed.<sup>313</sup>

Proceeding rapidly from this point, the association applied for a charter, secured an option for the purchase of a property, and adopted the recommendation of the committee on faculty that there be "1. A Dean & Professor of Pathology, 2. An M.D., 3. Mechanical Optics, 4. Theoretic Optics."<sup>314</sup> In August of the same year (1919) the faculty was elected, and the name "Pennsylvania State College of Optometry" adopted as the official designation of the new institution. A month later Dean Bruce Morris announced that the college would be opened October 6, 1919. The registrar reported that already twenty-four students had been enrolled.<sup>315</sup> Before the close of the year 1919 the Court of Common Pleas of Philadelphia had incorporated the Pennsylvania State College of Optometry, described by the trustees as the "only institution of its kind in the world not run for profit."<sup>316</sup>

Complying with the provisions of the act of 1917 with respect to the length of the course of instruction in optometry necessary for licensing, the trustees adopted a two-year ungraded curriculum comprising courses in physics, theoretic optics, physiologic optics, general anatomy and physiology, anatomy and physiology (ocular), pathology, morbid anatomy, clinical ophthalmology, ophthalmoscopy, practical optometry, and practical optics.<sup>317</sup> At the first commencement (1922), seven graduates of the regular day course and nineteen students of

<sup>312</sup> Pennsylvania State College of Optometry, Minutes of Trustees, September 26, 1918, pp. 1, 2.

<sup>313</sup> *Ibid.*, January 30, 1919, p. 6.

<sup>314</sup> *Ibid.*, February 27, 1919, p. 12.

<sup>315</sup> *Ibid.*, August 12, September 22, 1919, pp. 22-23, 24-25.

<sup>316</sup> Philadelphia County, Charter Book, No. 64, p. 251 (December 15, 1919); Pennsylvania State College of Optometry, *Catalogue* (1920-21), 2.

<sup>317</sup> *Ibid.*, 9-22; Act of March 30, 1917, Pennsylvania, *Laws, 1917*, p. 21.

the evening class who had commenced their studies in 1919 received the diploma of the college.<sup>318</sup>

However, the trustees considered that the future progress of the college was dependent upon its obtaining the right to confer a doctor's degree in optometry. Since this required a special act of legislature, the law committee was instructed "to confer with similar Committees from the state and city societies with a view of securing legislation empowering the College to confer the degree of Dr."<sup>319</sup> The campaign was successful. In 1923 the General Assembly enacted legislation providing: "That any school, college, or institution, incorporated under the laws of Pennsylvania, organized, operated and conducted not for a profit, teaching optometry, which shall have a prescribed course of study for a period of not less than two years in such study of optometry, shall have the right and authority to grant to and confer upon any student, who has finished the prescribed course of study satisfactory to the faculty of such institution, the degree of doctor of optometry."<sup>320</sup>

Shortly after the passage of this act, the college announced that a three-year graded program of studies would be instituted, beginning in September, 1923, leading to the degree of Doctor of Optometry.<sup>321</sup> A year later, forty-five graduates of the class of 1924 received the first Doctor of Optometry degrees conferred by the Pennsylvania State College of Optometry.<sup>322</sup> In 1935 an optional fourth year was introduced. The following year the four-year program was made mandatory.<sup>323</sup>

Initially, the requirements for admission to the two-year course included the submission of evidence of the completion of two years of high school.<sup>324</sup> With the inauguration of the three-year curriculum leading to the Doctor of Optometry degree, the matriculation standards were raised to comprehend the completion of a four-year high school

<sup>318</sup> Pennsylvania State College of Optometry, *Annual* (1922); *Black and White* (1922), 20-26. These are the yearbooks of the day class and the evening class of 1922, respectively.

<sup>319</sup> Pennsylvania State College of Optometry, Minutes of Trustees, July 11, 1922, p. 101. In the interview held March 31, 1952, Dr. Albert Fitch stated that the inability of the institution to meet the requirements of the College and University Council respecting the right to confer degrees, especially the requirement that there be \$500,000 of productive endowment, necessitated the obtaining of a special act of the legislature.

<sup>320</sup> Act of April 23, 1923, Pennsylvania, *Laws*, 1923, p. 81.

<sup>321</sup> Pennsylvania State College of Optometry, *Catalogue* (1923-24), 13-23, 26-31.

<sup>322</sup> Pennsylvania State College of Optometry, *The Iris* (1924), 41-63.

<sup>323</sup> Pennsylvania State College of Optometry, *Catalogue* (1935-36), 22 ff.; (1936-37), 27.

<sup>324</sup> *Ibid.* (1920-21), 24.

program.<sup>325</sup> Twenty-six years later, a year of college work was required before the candidate was permitted to pursue his studies in optometry.<sup>326</sup>

## 7. NURSING

The medical schools began to concern themselves with the professional training of nurses rather late in the nineteenth century. Ill-equipped men and women, lacking even elementary knowledge of human needs, with little sense of nursing responsibilities, and frequently possessed of undesirable habits and attributes, forced the medical profession to consider seriously the problem of systematically educating competent nurses. Like so many social phenomena, however, the need for it far outpaced the measures taken to provide it. Nor was it universally received when it did come. Despite modest and cautious initial trials, there were those who opposed the movement "and regarded it as the first step on the road to chaos and destruction."<sup>327</sup>

Of the many medical schools and hospitals that have instituted training schools for nurses, only a few may be noted here. The trustees of the University of Pennsylvania, for example, had viewed the proposal of the board of managers of their hospital to establish such a school in 1875 "with an expression of . . . genuine approval."<sup>328</sup> However, they made no move in this direction until 1886, when they resolved "that a Training School for Nurses shall be started without delay."<sup>329</sup> Jefferson Medical College began its formal program in 1891.<sup>330</sup> Yet the earliest official published reference to the existence of such a school occurred in the annual announcement of 1894 which states: "A Training School for Nurses is maintained, from which pupil nurses can be had at very reasonable prices by application at the Hospital."<sup>331</sup> Similar schools were established by the Montefiore Hospital at Pittsburgh, in 1909; by Temple University, about 1911; by Woman's Medical College, in 1918; and by Duquesne University in

<sup>325</sup> *Ibid.* (1923-24), 15-16.

<sup>326</sup> *Ibid.* (1949-50), 29.

<sup>327</sup> Clara Mellville, *History of the School of Nursing of the Jefferson Medical College Hospital* (Philadelphia, 1937), 2-3, 4.

<sup>328</sup> U.P., Minutes of Trustees, XI, January 5, 1875, p. 271.

<sup>329</sup> *Ibid.*, XII, January 5, 1886, p. 228.

<sup>330</sup> Mellville, *History*, 3.

<sup>331</sup> Jefferson Medical College, *Annual Announcement* (1894-95), 8.

co-operation "with seven Catholic hospitals of Western Pennsylvania" in 1927.<sup>332</sup>

At first the required period of training was two years in length.<sup>333</sup> This was increased by Jefferson Medical College to three years in 1894 and was maintained in the twentieth century by other schools as well.<sup>334</sup> With the advancement of professional standards, the universities began to offer programs of college work, which, when taken in combination with the regular course of training at a school of nursing, would lead to a bachelor's degree. Duquesne University announced such a program terminating in the conferring of the degree of Bachelor of Science in Nursing in 1927.<sup>335</sup> The University of Pennsylvania inaugurated its degree course in 1944.<sup>336</sup>

The following three-year program of the School of Nursing of the Hospital of the University of Pennsylvania may be regarded as typical of the basic nursing curriculum in effect at accredited hospital schools of nursing:

*First Year*—First Semester (Preclinical Class Block): Nursing Arts; Nursing Sciences, Anatomy and Physiology, Chemistry, Microbiology, Pharmacology, Physics; Nutrition, Foods and Cookery; Physical Education; Professional Adjustments; General Psychology; Sociology; Study technics. Second Semester (Class Block I): Dermatologic Nursing and Nursing in Allergic Conditions; Diet Therapy; Gynecologic Nursing; Health and Social Aspects of Nursing; Introduction to Medical Science; Medical Nursing; Operating Room Technic; Psychology, Medical; Surgical Nursing; Urologic Nursing. *Second Year*—Class Block II: Ear, Nose and Throat Nursing; Neurologic and Neurosurgical Nursing; Obstetric Nursing; Orthopedic Nursing; Tuberculosis Nursing. Class Block III: Communicable Disease Nursing; Eye Nursing; Pediatric Nursing; Psychiatric Nursing. *Third Year*—Class Block IV: Advanced Nursing, including Emergencies; Community Health; Development of Professional Nursing; Management of a Nursing Unit; Venereal Disease Nursing.<sup>337</sup>

<sup>332</sup> Allegheny County, Charter Book, No. 43, p. 585 (March 8, 1909); Temple University, Minutes of Trustees, V, February 25, 1911, pp. 134 ff.; Woman's Medical College, Minutes of Corporators, VIII, October 7, 1918; Duquesne University, *Catalogue* (1927-28), 35-37.

<sup>333</sup> Mellville, *History*, 4.

<sup>334</sup> *Ibid.*; see Temple University, Minutes of Trustees, V, February 25, 1911, p. 134.

<sup>335</sup> Duquesne University, *Catalogue* (1927-28), 35 ff.

<sup>336</sup> U.P., Minutes of Trustees, XXIV, June 5, 1944, pp. 261 ff.

<sup>337</sup> U.P., *Announcement* (1953-54), 20-21.



## CHAPTER XIX

### *Legal Education*

#### 1. ESTABLISHING LAW SCHOOLS

Provincial Pennsylvanians had looked askance upon the profession of law as necessarily barratrous in its tendencies and as diametrically opposed to the Quaker tenets of good fellowship and peaceful arbitration in the solution of legal problems.<sup>1</sup> Gabriel Thomas had described lawyers as destructful of "Mens Estates and Lives." Indeed, attempts were made by the Provincial Council, though unsuccessful, to prohibit the practice of law for money.<sup>2</sup> However, as economic life became more complex, the need for legal services became more urgent; so that by 1790 the "spiteful dislike and suspicious dread of lawyers . . . had died away."<sup>3</sup>

Scarcely had the College and Academy of Philadelphia resumed its life (1789) after an interruption of ten years, when the trustees acquiesced in the request "that a Number of young Gentleman Students in Laws, who have formed themselves into a Society for their Mutual Improvement, might have Leave to hold their Meetings in One of the Rooms of the College."<sup>4</sup> The existence of such a study group may have influenced the petition of Charles Smith in the following year, presented to the trustees by the Provost, Dr. William Smith, setting forth "That among the many other Improvements of the Plan of Liberal Education in this College, the Institution of a Law Lecture or Lectures has been considered as very necessary and essential." Charles Smith offered to deliver a course of law lectures during the winter of each year "under such regulations as the College may deem proper." If, however, the trustees were not yet prepared to appoint a professor of

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<sup>1</sup> Lawrence Lewis, "The Courts of Pennsylvania in the Seventeenth Century," *PMHB*, V (1881), 182 ff.; Tolles, *Meeting House*, 122.

<sup>2</sup> Thomas, "An Historical and Geographical Account . . .," Myers (ed.), *Narratives*, 314, 328; *supra*, 174.

<sup>3</sup> Tolles, *Meeting House*, 122; Hampton L. Carson, *An Historical Sketch of the Law Department of the University of Pennsylvania* (Philadelphia, 1882), 8.

<sup>4</sup> C.A.C., Minutes of Trustees, II, March 16, 1789, p. 171, Secretary's Office, University of Pennsylvania.



law, "he begs leave to open such a Lecture on his own Risque, as a Candidate for a Professorship when it may be thought proper."<sup>5</sup>

Consideration was given to the question at successive meetings, and a committee appointed to investigate the "propriety & utility of establishing a Law Professorship & also to report the Duties thereof."<sup>6</sup> On August 14, 1790, the trustees adopted the report of the committee which held that:

The Object of a system of Law lectures in this Country should be to explain the Constitution of the United States—its principles—its parts—its powers & the Distribution & operation of those powers. . . . The obvious Design of such a Plan is to furnish a rational and a useful Entertainment to Gentlemen of all professions, but particularly to assist in forming the Legislator, the Magistrate & the Lawyer.

Three days later, bypassing the application of Charles Smith, the trustees elected James Wilson, a member of their body, as professor of law.<sup>7</sup>

At the commencement held December 15, 1790, in the presence of a distinguished audience including President Washington and members of both houses of Congress, the professor of law delivered his introductory lecture. During the winter of 1790-91 Judge Wilson conducted classes three days of every week and held law exercises every Saturday. However, the second course of lectures, commenced the following winter, was terminated before its conclusion.<sup>8</sup> An effort was made to revive the law school in 1792 with the re-election of Professor Wilson,<sup>9</sup> but nothing came of the action.

Periodically the trustees reiterated their intention of re-establishing the law department. In 1810 they resolved "That there shall be . . . a Law Department, upon the same footing as heretofore established." This was repeated the following year.<sup>10</sup> Determined to give substance to these inchoate expressions, the board (1817) received nominations to fill the vacancy, and at its meeting of March 20, 1817, elected Charles W. Hare "Professor of Law."<sup>11</sup> He lectured for one season before he

<sup>5</sup> *Ibid.*, July 10, 1790, pp. 208-209.

<sup>6</sup> *Ibid.*, July 14, August 6, 1790, pp. 210-11, 212.

<sup>7</sup> *Ibid.*, August 14, 17, 1790, pp. 212-14.

<sup>8</sup> *Ibid.*, December 15, 1790, p. 223; Wood, *University of Pennsylvania*, 101-102; Carson, *Law Department*, 15; Cheyney, *University of Pennsylvania*, 159.

<sup>9</sup> U.P., Minutes of Trustees, V, January 23, April 3, 1792, pp. 49, 60-61.

<sup>10</sup> *Ibid.*, October 10, 1810, p. 383; VI, June 21, 1811, p. 25.

<sup>11</sup> *Ibid.*, January 7, February 4, March 20, 1817, pp. 199, 201, 204.

was afflicted with "loss of reason" and was compelled to discontinue his professorial duties. Yet, Professor Hare's name continued to appear in the records of the university as late as 1825.<sup>12</sup>

Apparently loathe to relinquish the benefits of a department which had twice functioned, albeit fitfully, the trustees appointed a committee (1826) to inquire into the status of the professorship of law. The committee reported "That the Professor of Law has for many years ceased to give Lectures in that Department," and that from information received "there is no reason to expect a course of Lectures" from him.<sup>13</sup> But the need for such a department increased with the passing of time, and agitation for its renewal was voiced by sources outside the walls of the university. In 1832 the Law Academy of Philadelphia solicited the trustees to appoint "a Professor to the Chair of Legal Science," setting forth the following considerations in advancement of its object:

1st. That the Prof. of Law which receives so much attention at Harvard, Yale & the University of Va.—& whose connexion with those seats of Learning sheds so much lustre over their names—is at present neglected in the University of Pennsylvania; and that, while her Medical School is annually sending forth accomplished and valuable Physicians—while her Collegiate Department is disseminating the principles of Sound learning in Science & in Literature, her Chair of Law, once illustrated by the genius & eloquence of a Wilson & a Hare is unoccupied. . . .<sup>14</sup>

This plea, however, remained unanswered until half the nineteenth century had passed.

Acting on the recommendation of the "Committee on the Government of the College" that "the Board . . . proceed at an early day to the election of a Professor of Law for three years," the trustees selected "the Honble. George Sharswood" as "Professor of Law."<sup>15</sup> He entered upon his duties with a class of fifty students, who were so pleased with his lectures that they passed a series of resolutions congratulating the trustees on the substantial benefit they conferred upon the Philadelphia bar in re-establishing the law professorship, and commending

<sup>12</sup> Carson, *Law Department*, 19; U.P., *Catalogue* (1825), 5, in Archives, University of Pennsylvania.

<sup>13</sup> U.P., Minutes of Trustees, VII, November 7, 1826, p. 164; March 20, April 6, 1827, pp. 179, 187.

<sup>14</sup> *Ibid.*, VIII, March 6, 1832, pp. 45-46.

<sup>15</sup> *Ibid.*, IX, March 5, April 2, 1850.

Professor Sharswood for conducting a course so "Eminently designed to aid the practitioner in his daily professional duties."<sup>16</sup>

Heartened by this auspicious beginning, the trustees appointed a committee to inquire into "the expediency of extending the Law School of the University so as to embrace one or more additional professorships." The committee's report was favorable. As a consequence the trustees established a faculty of law consisting of the following three professorships: "1. A Professor of the Institutes of Law including (inter alia) International, Constitutional, Commercial and Civil Law. 2. A Professor of Practice, Pleading and Evidence at Law and in Equity. 3. A Professor of the Law of Real Estate, Conveyancing & Equity Jurisprudence."<sup>17</sup> On July 2, 1852, in conformity with a previous decision to confer the degree of Bachelor of Laws upon "such students as shall have attended at least two courses of the Professor of Law and shall be recommended by him for that Degree," thirty-one successful candidates were awarded the first law degree in course conferred by the University.<sup>18</sup>

Although designed primarily as a society rather than as a school, the Law Academy of Philadelphia, founded in 1821, had among its primary objectives the stimulation "of youth towards acquiring an enlarged and liberal knowledge of the laws of our country," and the raising "from this humble seed a national school of jurisprudence, worthy of the high reputation which the Pennsylvania bench and bar have justly acquired."<sup>19</sup> The academy's constitution, adopted in 1826, emphasized the educational purposes of the society as affording "to Students of Law and young Members of the Bar, the means of improving themselves in legal knowledge and forensic accomplishments, by habituating them to the performance of the practical duties of their profession."<sup>20</sup> In fact, a "professor of the common and statute law" had been elected by the academy who "read two courses of lectures which gave general satisfaction."<sup>21</sup> These infrequent lectures, however, were not sufficient to meet the needs of law students. Con-

<sup>16</sup> U.P., *Catalogue* (1850-51), 29; Minutes of Trustees, IX, May 6, 1851.

<sup>17</sup> *Ibid.*, December 2, 1851, May 4, 1852.

<sup>18</sup> *Ibid.*, April 20, July 2, 1852.

<sup>19</sup> Peter S. DuPonceau, *Discourse on Legal Education, Delivered at the Opening of the Law Academy, February 21, 1821* (Philadelphia, 1824), 169-70, in the Historical Society of Pennsylvania.

<sup>20</sup> *Constitution and By-Laws of the Law Academy of Philadelphia, Adopted December 14, 1826* (Philadelphia, 1827), 3, Historical Society of Pennsylvania.

<sup>21</sup> Peter S. DuPonceau, *Address Delivered Before the Law Academy of Philadelphia, 1831-32* (Philadelphia, 1831), 9, Historical Society of Pennsylvania.

sequently, this same academy petitioned the trustees of the University of Pennsylvania (1832) to establish a law professorship.<sup>22</sup>

Dickinson College, as early as 1821, had considered but rejected the offer of "A. Macdonald Esq." to serve as "professor of Law."<sup>23</sup> Simultaneously with the transfer of the College from Presbyterian to Methodist control (1833), the new board of trustees received a letter from John Reed, president judge of the ninth judicial district of Pennsylvania, stating: "I have contemplated for some time past the opening of a law school in Carlisle; there is nothing of the kind, I believe, in Pennsylvania, and I can't help thinking it might be made extensively serviceable to the profession." He suggested that the school have "some nominal connection with the College."<sup>24</sup> Viewing Reed's proposal favorably, the trustees resolved to establish a department of law under the "entire superintendency" of the professor, subject, however, to the statutes and discipline of the college. This professor was "not to be considered as a member of the faculty of the college." They further resolved that "an appropriate diploma will be granted by the faculty of Dickinson College" to any student who consummates "a regular course of study" and receives the favorable testimonial of the professor of law. It was understood, at the same time, "that there will be no expense to the College" arising out of the establishment of the law department, and "That any regular student of the College may with the approbation of the faculty and under its direction, attend the lectures of the law professor." Whereupon the trustees elected John Reed "Professor of Law in connection with Dickinson College."<sup>25</sup>

The law school was opened April 1, 1834, with one student in attendance. Two more students entered in May, two in June, and two in September, making a total enrollment of seven for the first year.<sup>26</sup> Two years later (1836) Dickinson College conferred the Bachelor of

<sup>22</sup> U.P., Minutes of Trustees, VIII, March 6, 1832, pp. 45-46. The Law Academy of Philadelphia was chartered by the Act of April 14, 1838, Pennsylvania, *Laws, 1837-1838*, p. 408.

<sup>23</sup> Dickinson College, Minutes of Trustees, II, November 3, 1821, pp. 138-39, Archives, Dickinson College, Carlisle.

<sup>24</sup> James Reed to Dickinson College Trustees, *ibid.*, III, June 8, 1833, p. 163.

<sup>25</sup> *Ibid.*, 166-67.

<sup>26</sup> John Reed, "Note Book or Record of the Law Department of Dickinson College (1834-1849)," 9, in Dean's Office, Dickinson School of Law, Carlisle; Dickinson College, *Catalogue* (1834), 15.



Laws degree upon "four young gentlemen," constituting the first law degrees in course awarded by a college or law school in Pennsylvania.<sup>27</sup>

For sixteen years Judge Reed conducted the law department, until his death in January, 1850. Taking note of his passing, the president of the college reported:

The chair of Law, vacated by the death of Judge Reed, is still without an incumbent, and as the department has been for some time run down entirely, the undersigned would submit to the consideration of the Board whether it would not on the whole be best to abolish it. My colleagues agree with me in opinion that to create a Law Department such as would be creditable to the College would require more means than are at present at the disposal of the Board.<sup>28</sup>

The trustees apparently concurred in this estimate of the situation, for they failed to elect another professor.

Twelve years elapsed before the College again considered the propriety of reinstituting the law department. At the suggestion of the president (1862) the trustees resolved that "a department of law be revived under such regulations as shall be mutually satisfactory to the President of the College with the Finance Committee & the Professor of Law," and elected the "Hon. Jas. H. Graham . . . Professor of Law."<sup>29</sup> This revival, however, was somewhat analogous to the experiences of the University of Pennsylvania in its efforts to give life to its law department prior to 1850. After the appointment of James Graham and the catalogue announcement of the re-establishment of the law school, neither the minutes of the trustees nor the subsequent published catalogues so much as name a single student or mention the possible existence of a law department. Further, contrary to their usual practice, the trustees even failed to note Mr. Graham's death in 1882.<sup>30</sup> One piece of extant evidence attests to the fact that during one year of his tenure James Graham performed his function as professor of law. The United States Commissioner of Education reported in 1871 that the "Law Department of Dickinson College" had one professor and twelve students.<sup>31</sup> No students are listed for the year 1872; and in 1873 the *Report* fails to include

<sup>27</sup> Dickinson College, Minutes of Trustees, III, July 20, 1836, pp. 75-76.

<sup>28</sup> *Ibid.*, IV, July 10, 1850, p. 151; Walter H. Hitchler, "The Dickinson School of Law," *Dickinson Law Review*, XXXVIII (April, 1934), 154.

<sup>29</sup> Dickinson College, Minutes of Trustees, V, June 24, 1862, pp. 9 ff.

<sup>30</sup> Dickinson College, *Catalogue* (1862-63), 26-27; Morgan, *Dickinson College*, 393.

<sup>31</sup> *USRCE*, 1871, pp. 662-63.

Dickinson College among the "Schools of Law" in the United States.<sup>32</sup> A final attempt was made by the trustees in 1890, when they authorized the president and the executive committee "to establish a Law Department in connection with the College, if it can be done without expense to the institution."<sup>33</sup> This was accomplished, however, not by the college, but by a separate corporation specifically created for the purpose.

By decree of the Court of Common Pleas of Cumberland County (1890) "The Dickinson School of Law" was chartered for the purpose of dispensing "instruction in the law of the United States and of the Several States of the Union—in international law—in political and Social Science and in allied sciences;" with the power of conferring "appropriate degrees and Certificates of Scholarship on students of the School and others."<sup>34</sup> At the first meeting of the incorporators held in June, 1890, a faculty of eight professors was elected, the length of the school year was determined, and the decision was reached to make the course of study two years in length, the satisfactory completion of which would entitle the student "to the degree of L.L.B."<sup>35</sup>

The school opened October 1, 1890, with an initial enrollment of fifteen students and a final enrollment of seventeen before the close of the academic year.<sup>36</sup> Encouraged by the results of the first year of operation, the dean was moved to proclaim that he could "see no reason, why with proper leading force and equipment, a school one hundred strong should not be collected in a few years."<sup>37</sup> Two years after the commencement of classes, the Dickinson School of Law conferred its first Bachelor of Laws degree upon thirteen successful candidates.<sup>38</sup>

A number of colleges, universities, and independent law schools were either enabled by charter provision to establish departments of law, or contemplated the erection of such schools. However, none of these materialized. Thus Jefferson College in 1834 considered it "expedient to establish a Professorship of Law in this Institution" and authorized

<sup>32</sup> *Ibid.*, 1872, pp. 814-15; *ibid.*, 1873, p. 700.

<sup>33</sup> Dickinson College, Minutes of Trustees, VI, January 9, 1890, p. 5.

<sup>34</sup> Cumberland County, Miscellaneous Book, No. 11, p. 38 (February 19, 1890), Courthouse, Carlisle.

<sup>35</sup> Dickinson School of Law, Minutes of Incorporators, I, June 18, 1890, in Dean's Office, Dickinson School of Law, Carlisle.

<sup>36</sup> *Ibid.*, June 17, 1891.

<sup>37</sup> *Ibid.* This prediction was more than realized ten years later with a total matriculation of 120 students. Dickinson School of Law, *Catalogue* (1900-1901), 126.

<sup>38</sup> Dickinson School of Law, Minutes of Incorporators, I, June 6, 1892.

the president "to correspond with a suitable person or persons to fill said Professorship, and report at next meeting of the Board."<sup>39</sup> Pennsylvania College (Gettysburg College) considered the possibility (1839) and appointed a committee "to inform Judge Durker of his appointment [as professor of law] & to state to him that whilst his acceptance would not require his removal to this place, yet the Board would be pleased if he would do so."<sup>40</sup> Franklin College also elected a professor in 1846.<sup>41</sup> Harford University<sup>42</sup> and the University of Kittanning (later Columbia University)<sup>43</sup> specifically indicated in their charters their intention to found law departments. An independent law school called "The Union Law School" was incorporated by the legislature in 1854.<sup>44</sup> Lock Haven Academy was permitted by the legislature (1854) to attach a law school to it under the name of "Lock Haven Law School."<sup>45</sup> In 1859 and again in 1901 the University at Lewisburg (Bucknell University) seriously considered proposals for forming a department of law.<sup>46</sup> Finally, Allegheny College was urged by the "Board of Control" of the Methodist Episcopal Conference (1871) to establish a "Law Department . . . as soon as practicable."<sup>47</sup>

Other colleges and universities succeeded in erecting law departments only to have them succumb after relatively short periods of time. Early in 1838 the trustees of Marshall College resolved "That connected with this institution there shall be established a Law School and a Professor shall be appointed therein who shall give instruction in the science of the Law to the graduates of the college and other young gentlemen who may desire to prepare themselves with him for that Profession," whereupon the "Hon. Alexander Thompson of Chambersburg was unanimously elected Professor in said School."

<sup>39</sup> Jefferson College, Minutes of Trustees, II, September 24, 1834, p. 27, in Archives, Washington and Jefferson College, Washington, Pa.

<sup>40</sup> Pennsylvania College, Minutes of Trustees, September 18, 1839, p. 74, in President's Office, Gettysburg College.

<sup>41</sup> Franklin College, Minutes of Trustees, September 7, 1846, pp. 95-96, in Library, Franklin and Marshall College, Lancaster.

<sup>42</sup> Act of March 11, 1850, Pennsylvania, *Laws, 1853*, p. 786.

<sup>43</sup> Act of March 18, 1858, *ibid.*, 1858, p. 127; act of March 13, 1868, *ibid.*, 1868, p. 305.

<sup>44</sup> Act of February 27, 1854, *ibid.*, 1854, p. 111.

<sup>45</sup> Chartered by Act of April 16, 1840, *ibid.*, 1840, p. 441; Act of May 5, 1854, *ibid.*, 1854, p. 574.

<sup>46</sup> University at Lewisburg, Minutes of Trustees, I, July 26, 1859; III, June 18, 1901, p. 261, in Treasurer's Office, Bucknell University.

<sup>47</sup> Allegheny College, Minutes of Trustees, II, June 21, 1871, p. 362, in Library, Allegheny College, Meadville.

He was not considered a member of the college faculty; nor was he to receive a salary from the institution. Whatever compensation he obtained for his services was to come from student fees, in such amounts as he saw fit to fix.<sup>48</sup>

The law school was opened at Chambersburg with seven students in attendance during the first year.<sup>49</sup> In September, 1839, one student upon the recommendation of the faculty was awarded the degree of Bachelor of Laws.<sup>50</sup> So long as the professor maintained his health the school continued to function and to confer degrees upon its graduates. Conforming to the pattern of its predecessors, however, the law department declined with the advancing infirmity of its single faculty member. Upon the death of Judge Thompson in 1848, the law school ceased to exist.<sup>51</sup>

The pattern of impermanency characteristic of law departments dependent upon a faculty composed of one member was further exemplified by the experience of Lafayette College. At the suggestion of the president of the college, Dr. George Junkin, the trustees elected James M. Porter, president of the board, as "Professor of Jurisprudence & Political Economy" in 1837.<sup>52</sup> A year later they considered "the subject of conferring intermediate degrees between the Master of Arts & Doctor of Laws."<sup>53</sup> Though lectures in "Elementary Jurisprudence" had been delivered by the professor of jurisprudence, it was evident that these had not yet been expanded into a full course. In their annual report for 1839 the trustees declared that "Judge Porter contemplates enlarging his plan so as to deliver a regular course of law lectures. His engagements are now such as to give him ample opportunity to complete such a course in two years."<sup>54</sup>

There is some evidence to indicate that the law department of Lafayette College functioned between the years 1841 and 1848. The college catalogue embracing the former year lists the names of six law students. Similarly, the catalogue of 1847-48 notes the attendance

<sup>48</sup> Marshall College, Minutes of Trustees, I, February 14, 1838, pp. 37-38, in Library, Franklin and Marshall College, Lancaster.

<sup>49</sup> Marshall College, *Catalogue* (1837-38), 6, 11, in Library, Franklin and Marshall College.

<sup>50</sup> Marshall College, Minutes of Trustees, I, September 24, 1839, pp. 59-60.

<sup>51</sup> Franklin and Marshall College, *General Catalogue* (1863), 10-11; Marshall College, Minutes of Trustees, I, September 12, 1848, pp. 162-63.

<sup>52</sup> Lafayette College, Minutes of Trustees, I, March 17, 1837, p. 80, in Treasurer's Office, Lafayette College.

<sup>53</sup> *Ibid.*, December 10, 1838, p. 86.

<sup>54</sup> Lafayette College, *Seventh Annual Report* (1839), 8, Library, Lafayette College.



of four students on the law lectures.<sup>55</sup> This was probably the last class to study law under Professor Porter. Despite a resolution of the trustees (July, 1852) to maintain a law department composed of professors independent of the "faculty of Arts," the assumption by the Presbyterian Synod of full control over the affairs of the college forced the resignation of Judge Porter both as trustee and as professor of jurisprudence.<sup>56</sup> With his departure the law department ceased.

More than twenty years later (1875), the trustees appointed a committee consisting of the "lawyers of the Board of Trustees, and the President of the College," to "organize a Law School in conjunction with the College, placing it upon such a basis that it shall be self-supporting." A faculty of a dean and three professors was elected.<sup>57</sup> On October 5, 1875, the dean of the law department delivered his inaugural address; and on the following day classes were commenced with an enrollment of seven students.<sup>58</sup>

Contrary to the original design, the department did not prove to be self-sustaining.<sup>59</sup> However, some instruction appears to have been given beyond this point (1876) since the trustees were asked by the dean of the law department in 1878 to confer the degree of Bachelor of Laws on one student who had "completed the course required by the law school."<sup>60</sup> The minutes, however, record no action on the part of the trustees with respect to the awarding of the degree. Following this presumably unfulfilled request, the department seems to have languished and become inoperative. The minutes of the trustees make no further reference to it, and the catalogues cease to carry its announcements after 1884.<sup>61</sup> A last but unfruitful gesture at reviving the law department was made in 1896, when a committee of trustees was appointed at the request of the Board of Trade of Scranton to explore the possibility of establishing a law school in that city.<sup>62</sup> Aside from this single reference, the subsequent records of the college are silent as to the outcome of the committee's investigation.

<sup>55</sup> Lafayette College, *Catalogue* (1841-42), 5, 11; (1847-48), 9, in Library, Lafayette College.

<sup>56</sup> Lafayette College, Minutes of Trustees, I, July 28, 1852, p. 232; II, October 27, 1852, p. 6.

<sup>57</sup> *Ibid.*, January 27, June 29, 1875, pp. 301-302, 306.

<sup>58</sup> *Ibid.*, October 5, 1875, p. 315; *Catalogue* (1875-76), 20; *USRCE*, 1875, p. 769.

<sup>59</sup> Lafayette College, Minutes of Trustees, II, October 25, 1876, p. 337.

<sup>60</sup> *Ibid.*, October 22, 1878, p. 377.

<sup>61</sup> Lafayette College, *Catalogue* (1883-84), 19; see also *USRCE*, 1878, pp. 569, 571; *ibid.*, 1879, p. 585; *ibid.*, 1880, p. 702.

<sup>62</sup> Lafayette College, Minutes of Trustees, III, February 6, 1896, p. 258.

A much more abbreviated effort at establishing a law school was made by Lehigh University in 1878. Having decided to institute "a course of Law Lectures," the trustees appointed a faculty of three professors. With twenty-four students in attendance, instruction was commenced October 3, 1878.<sup>63</sup> Yet, despite the "unexpectedly successful" initial experience, the enterprise was forced to close in February, 1879, as a result of the resignation of one of the law lecturers.<sup>64</sup>

Lincoln University announced its intention in 1869 of organizing "a Department of Law as soon as arrangements can be perfected."<sup>65</sup> Acting in accordance with this published pronouncement, the faculty informed the trustees (1870) that in co-operation with the president of the board they had made arrangements "to open a Department of Law, at the opening of the next Collegiate year. Several distinguished Lawyers of West Chester Co. Bar . . . have volunteered to lecture to the students upon the various subjects usually pursued in schools of Law. They make no charge to the University for their lectures." The faculty expressed the belief "that the income arising from tuition, will cover all the expenses incident to this new feature of our work."<sup>66</sup> The department was opened September 15, 1870, and "three students, graduates of the Class of 1870 entered upon the experiment of study in circumstances calculated to put their determination to the test. . . . The result of the effort is to establish the feasibility of building up this department on the plan adopted."<sup>67</sup> But these expectations were thwarted shortly after they were expressed. Even in 1872, when the number of matriculants reached the peak of four, there were two more professors than students.<sup>68</sup> The following year (1873) the enrollment dropped to two students, and the law department terminated its short-lived existence, without having graduated a student or conferred a degree in law.<sup>69</sup>

<sup>63</sup> Lehigh University, *Catalogue* (1878-79), 34; *USRCE*, 1878, pp. 569, 571. Catalogues are in Archives, Lehigh University.

<sup>64</sup> Lehigh University, *Catalogue* (1878-79), 34; *USRCE*, 1879, p. 206.

<sup>65</sup> Lincoln University, *Catalogue* (1868-69), 19. Catalogues and minutes of trustees are in vault, Lincoln University.

<sup>66</sup> Lincoln University, Minutes of Trustees, I, June 14, 1870, p. 109.

<sup>67</sup> Lincoln University, *Catalogue* (1869-70), 20; Minutes of Trustees, I, June 20, 1871, pp. 133-34; *USRCE*, 1871, pp. 644-45; J. N. Rendall, "Report of the President of Lincoln University," *PRSCS*, 1871, p. 366.

<sup>68</sup> *USRCE*, 1872, pp. 814-15.

<sup>69</sup> *Ibid.*, 1873, p. 700. Neither the university catalogues nor the minutes of the trustees mention the law department after the close of the academic year 1873-74.

Two further efforts at establishing law schools in the nineteenth century eventually proved successful. The first of these, initiated by the Western University of Pennsylvania, opened its course of lectures with one professor, Walter H. Lowrie, September 4, 1843.<sup>70</sup> Four years later the degree of Bachelor of Laws was conferred on four successful candidates.<sup>71</sup> However, the destruction of the university building by fire in 1849 and the consequent suspension of activities<sup>72</sup> resulted in the termination of this initial experiment.

Beginning with 1861, the university made a series of determined but fruitless attempts to revive the law school. In that year the "Hon. Moses Hampton" was elected "Professor of Law in this University with a view to the establishing of a law department in this Institution." Mr. Hampton, however, resigned two years later.<sup>73</sup> Again, in 1870, the trustees established three law professorships, with the expectation of compensating the faculty "out of the tuition fees of that department," and with the determination "that this Corporation will not be responsible for any of the expenses of said dept."<sup>74</sup> But the law faculty resigned in September of the same year.<sup>75</sup>

Although the university catalogue of 1871 acknowledged the failure to open the department, it still held out the hope "that we shall be ready to admit students to it in September, 1871."<sup>76</sup> Yet, the following year, the executive committee of the trustees was still appointing committees "to consider the expediency and manner of opening a law school."<sup>77</sup> Some measure of success was achieved by the trustees in securing a partial faculty despite the committee's report "that opposition to the establishment of a law school was great in some quarters of the bar association."<sup>78</sup> A few months later (January, 1873) the chancellor of the university announced that the law lectures were

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<sup>70</sup> Walter H. Lowrie, *An Address Delivered Before the Trustees, Faculty and Students of the Western University of Pennsylvania, at the Opening of the Session, Sept. 4th, 1843* (Pittsburgh, 1843), 3, Darlington Memorial Library, University of Pittsburgh.

<sup>71</sup> Western University, Minutes of Trustees, I, September 9, 1847, p. 116. Minutes are in Secretary's Office, University of Pittsburgh.

<sup>72</sup> *Ibid.*, July 24, 1849, pp. 129-30.

<sup>73</sup> *Ibid.*, March 28, 1861, p. 263; January 13, 1863, p. 270.

<sup>74</sup> *Ibid.*, January 15, 1870, p. 366; April 4, 1870, p. 368; *Catalogue* (1870), 18-20. Catalogues are in Library, University of Pittsburgh.

<sup>75</sup> Western University, Minutes of Trustees, I, September 2, 1870, p. 371.

<sup>76</sup> Western University, *Catalogue* (1871), 16.

<sup>77</sup> Western University, Minutes of Executive Committee of Trustees, I, September 23, 30, 1872, pp. 11-12.

<sup>78</sup> *Ibid.*, October 28, 1872, pp. 14 ff.

"progressing favorably." But these, too, ended with the resignation of the law professors the following June.<sup>79</sup>

Five years later (1878) the alumni association urged the trustees to establish a law school, and pledged to cooperate in the effort.<sup>80</sup> The faculty of arts also regarded it "as desirable that a Law Department should be connected with the University."<sup>81</sup> In 1883 the university announced that "Several conditional subscriptions for the endowment of a Law Faculty in the University have been received during the past year. The Board of Trustees has resolved to establish such Faculty when a sufficient endowment has been secured."<sup>82</sup> It was not, however, until 1895 that the long period of trial and frustration was ended, the law department organized, and instruction commenced October 14, 1895.<sup>83</sup>

Temple University had a much more tranquil experience in organizing its law department. Early in 1895, the trustees endorsed a recommendation of their committee on instruction to open "a course in Common Law . . . in the Business Department of the Day Session."<sup>84</sup> This was quickly expanded to a three-year day and evening program leading to the Bachelor of Laws degree.<sup>85</sup> In 1901, sixteen graduates recommended by the "Philadelphia Law School of the Temple College" as having completed the prescribed course of study and as having been "admitted to the Bar as practising lawyers" were awarded the first Bachelor of Laws degrees conferred by the institution.<sup>86</sup> The regulation requiring candidates to be admitted to the bar prior to their receiving the law degree was eliminated in 1905.<sup>87</sup> Two years later the dean of the law school announced that he had succeeded "in securing from the Board of Law Examiners full recognition for the school as an accredited Law School, our students being placed on the same plane as those of the University of Pennsylvania."<sup>88</sup>

<sup>79</sup> *Ibid.*, January 6, June 5, 1873, pp. 21, 38.

<sup>80</sup> *Ibid.*, July 9, 1878, p. 179.

<sup>81</sup> Western University, Minutes of Faculty, May 2, 1879, pp. 115-16.

<sup>82</sup> Western University, *Catalogue* (1882-83), 51.

<sup>83</sup> Western University, Minutes of Trustees, IV, October 3, 1895, pp. 58 ff.; *Catalogue* (1895-96), 118-21; (1900-1901), 139.

<sup>84</sup> Temple College, Minutes of Trustees, II, February 2, 1895, p. 144. Minutes and catalogues are in Library, Temple University.

<sup>85</sup> Temple College, *Catalogue* (1895-96), 35-37; (1896-97), 32-33.

<sup>86</sup> Temple College, Minutes of Trustees, III, March 23, 1901, p. 140.

<sup>87</sup> *Ibid.*, IV, April 15, 1905, pp. 19-20.

<sup>88</sup> *Ibid.*, June 10, 1907, p. 252.



The twentieth century witnessed the establishment of three new law schools in Pennsylvania: the law department of Duquesne University, the Philadelphia College of Law, and the law department of Villanova University. Duquesne University opened its law department in September, 1911.<sup>89</sup> Five years later the university catalogue recorded the conferring of the degree of Bachelor of Laws upon seven graduates of the law school.<sup>90</sup>

A foreign corporation, chartered under the laws of the state of Delaware, styling itself the "Philadelphia College of Law," was granted a Certificate of Authority as of October 3, 1933, by the Secretary of the Commonwealth, authorizing the institution to "teach law and jurisprudence and the several arts and sciences and to acknowledge the attainments of students by awarding certificates and diplomas admitting to the several grades of proficiency therein."<sup>91</sup> As a result of complaints filed by the State Council of Education that the college "was conferring degrees without authorization in its Certificate of Authority," the Secretary of the Commonwealth revoked the corporation's certificate in 1943.<sup>92</sup> Although the Secretary was forced to rescind his order of 1943, a court decision made the revocation final, March 22, 1945.<sup>93</sup>

The most recent law school in Pennsylvania was established by Villanova University.<sup>94</sup> Law instruction was formally initiated at the university on September 14, 1953.<sup>95</sup> Three years later the first graduates in this field, twenty-six in number, received their degrees of Bachelor of Laws.<sup>96</sup>

<sup>89</sup> Duquesne University, *Catalogue* (1911-12), 17, 44 ff.; Francis A. Danner, "Short History of Duquesne University" (unpublished manuscript, 1938, Duquesne University Library), 6.

<sup>90</sup> Duquesne University, *Catalogue* (July 1, 1916), 78-79.

<sup>91</sup> Philadelphia County, Charter Book, No. 135, p. 3 (March 8, 1935), City Hall, Philadelphia.

<sup>92</sup> *PRSPI*, 1942, p. 16; *ibid.*, 1946, p. 10; Philadelphia County, Charter Book, No. 136, p. 207 (March 2, 1943).

<sup>93</sup> *Ibid.*, No. 138, p. 343 (May 10, 1944); C. N. Morrison to State Board of Law Examiners, March 23, 1945, in office of Pennsylvania State Board of Law Examiners, City Hall, Philadelphia.

<sup>94</sup> The name of the institution was changed from Villanova College to Villanova University in 1954 by decree of the Court of Common Pleas of Delaware County, recorded in Delaware County, Charter Book, "M", 506 (August 11, 1954), Court-house, Media.

<sup>95</sup> Villanova University, *Law School Announcement* (1953-54), in Dean's Office, Law School, Villanova University.

<sup>96</sup> Villanova University, Commencement Program (June 4, 1956).

## 2. CURRICULUM

Lacking a precedent in 1790 upon which to base a course of instruction for their newly organized law department, the trustees of the College, Academy and Charitable School of Philadelphia approved the plan of law lectures formulated by their first professor. Couched in general terms, the first formal law curriculum in Pennsylvania, neither graded nor specific as to possible length, but envisioning the achieving of certain objectives, was as follows:

The object of a system of law lectures in this country should be to explain the Constitution of the United States, its parts, its powers, and distribution, and the operation of those powers; to ascertain the merits of that Constitution by comparing it with the constitution of other States, with the general principles of government, and with the rights of men; to point out the spirit, the design and the probable effects of the laws and treaties of the United States; to mark particularly and distinctly the rules and decisions of the federal courts in matters both of law and practice.

To examine legally, critically and historically the constitutions and laws of the several States in the Union; to compare those constitutions and laws with one another, and with the general rules of law and government; to investigate the nature, the properties, and the extent of that connection which subsists between the Federal Government and the several States, and, of consequence, between each of the States and all the others.

To illustrate the genius, the elements, the originals, and the rules of the common law, in its theory and in its practice; to trace as far as possible that law to its fountains, to the laws and customs of the Normans, the Saxons, the Britons, the ancient Germans, the Romans, and perhaps in some instances the Grecians.

Under this head it is to be observed, that the common law, in its true extent, includes the law of nations, the civil law, the maritime law, the law-merchant, and the law too of each particular country, in all cases in which those laws are peculiarly applicable. All the foregoing subjects of discussion should be contrasted with the practice and institutions of other countries. They should be fortified by reasons, by examples, and by authorities; and they should be weighed and appreciated by the precepts of natural and revealed law.

The obvious design of such a plan is to furnish a rational and an useful entertainment to gentlemen of all professions, and in particular, to assist in forming the Legislator, the Magistrate and the Lawyer.

The lectures and exercises may be so prepared and arranged as to suit the different views of those who shall attend them.<sup>97</sup>

This plan was further elaborated by James Wilson in his introductory lecture. The course was to include an examination of municipal law "as it relates to Persons" and "as it relates to Things." Divisions of juridical jurisdiction were to be studied. Criminal and civil law in their various ramifications were to be considered. The law pertaining to public and private property and the steps involved in the prosecution of law suits were to be given prominent attention.<sup>98</sup> This in the main was to constitute the educational program of the student at law in the eighteenth century.

A more specific formulation, particularly with respect to methodology, was promulgated by John Reed, professor of law at Dickinson College in 1834. In an "Advertisement designating the principles and terms upon which the law school is to be opened and conducted," Judge Reed stated:

The means of instruction will consist, First, in a methodical course of study of the best books, properly arranged. Secondly, in frequent examinations accompanied with familiar conversations, adapted to the progress and comprehension of each particular student, and thirdly, in a regular series of lectures.

The practice will be taught. First, by examination of approved precedents, and books of practice. Secondly, by presenting fictitious cases, and training the students through all the forms and distinctions of actions, pleas or pleadings, trial, Judgment &c: thus familiarizing them with all the modes of procedure, from the inception of a writ, to its consumation by final execution.

The application of theory and practice, will further be made familiar, by frequent exercises, in conducting proceedings in a *Moot court*, to be organized for the purpose. Actions will be instituted and regularly prosecuted through all the windings which the skill and ingenuity of the students can suggest; and in these prosecutions, regular discussions will be had, on debatable points, both orally and in writing.

Upon the course being satisfactorily finished by the law students, and a final examination passed, the degree of 'Bachelor of Laws' will be conferred by the Faculty of Dickinson College.

<sup>97</sup> C.A.C., Minutes of Trustees, II, August 14, 1790, pp. 212-13; Carson, *Law Department*, 11.

<sup>98</sup> James Wilson, *An Introductory Lecture to a Course of Law Lectures, to Which Is Added a Plan of the Lectures* (Philadelphia, 1791), 82 ff., Historical Society of Pennsylvania.

The length of time required to complete the course, will depend in some measure, upon the age & previous amount of preparation of the respective students. Two years, will be generally sufficient for graduates of any respectable college, and others properly prepared.<sup>99</sup>

Substantially, the curriculum as outlined remained in force for the greater part of the nineteenth century, modified from time to time in accordance with regulations established by the courts. Thus Marshall College announced in 1837 that "The period of studies is regulated by the rules of the Court. When the student is under the age of twenty-one, he is required to study three years; if above that age, two years."<sup>100</sup> By the close of the third quarter of the nineteenth century the prevailing two-year course of study was graded, specific studies being assigned to each year. Lafayette College, for example, offered the following program of studies in 1875: "Junior Year—General Commentaries on Municipal Law, Contracts, Real and Personal Property, Torts, Elements of Pleading and Evidence. Senior Year—Equity Jurisprudence, Pleading, Evidence, Practice, Criminal Law."<sup>101</sup> In 1889 the curriculum of the law schools was extended in length to comprehend three years of study.<sup>102</sup>

Admission requirements with respect to academic preparation were virtually non-existent prior to 1889, and in some cases as late as 1896.<sup>103</sup> The catalogue of the University of Pennsylvania for the academic year 1887-88 states that "No entrance examination is required."<sup>104</sup> Simultaneous with the announcement of the expansion of the course to three years, the university set the minimum prerequisites for matriculation as the passing of a satisfactory examination in grammar, arithmetic, English history, American history, spelling, etymology, and geography.<sup>105</sup> Dickinson School of Law, "beginning with the Fall Term of the year 1900," adopted the same requirements "as those demanded for admission to the Freshman class of Dickinson

<sup>99</sup> John Reed, "Note Book or Record of the Law Department of Dickinson College," 1-3.

<sup>100</sup> Marshall College, *Catalogue* (1837-38), 10-11.

<sup>101</sup> Lafayette College, *Catalogue* (1875-76), 47.

<sup>102</sup> See, for example, U.P., *Catalogue* (1888-89), 162.

<sup>103</sup> Compare Marshall College, *Catalogue* (1837-38), 10-11; Lincoln University, *Catalogue* (1869-70), 20; Lafayette College, *Catalogue* (1875-76), 47-48; Western University, *Catalogue* (1895-96), 119; Temple College, *Catalogue* (1895-96), 35-37.

<sup>104</sup> U.P., *Catalogue* (1887-88), 147.

<sup>105</sup> *Ibid.* (1888-89), 162; U.P., Minutes of Trustees, XII, December 4, 1888, pp. 433-34.



College, or of any other reputable college in the state"; a requirement previously announced by the University of Pennsylvania for 1897.<sup>106</sup>

Finally in 1914 the University of Pennsylvania approved the recommendation of its law faculty, hailed by the College and University Council as a "decided step forward," that effective September, 1915, "a degree of Bachelor of Arts or an equivalent degree from an approved University or College, shall be required for admission to the Law School."<sup>107</sup> This policy was later adopted by other departments and schools of law in Pennsylvania. The University of Pittsburgh, for example, in 1921 limited admission to its law school to those applicants who had completed four years of college work.<sup>108</sup>

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<sup>106</sup> Dickinson School of Law, *Catalogue* (1898-99), 78; College and University Council, "Biennial Report," *PRSPI*, 1896, p. 15; *ibid.*, 1914, p. 677.

<sup>107</sup> *Ibid.*; U.P., Minutes of Trustees, XVI, April 27, 1914, p. 113.

<sup>108</sup> Starrett, *University of Pittsburgh*, 344.

## CHAPTER XX

### *Scientific and Technical Education*

#### 1. SCIENCE AND TECHNOLOGY IN THE COLLEGE PROGRAM BEFORE 1850

**Early Efforts.** The development of separate scientific and technical programs, aside from the instruction in science comprehended in the liberal arts curriculum,<sup>1</sup> was essentially a phenomenon of the nineteenth century. Ephemeral, inchoate, and sporadic at the outset, the movement began to assume form and substance in the second half of the century, reflecting the general advances in these areas affecting society as a whole. It seems reasonable to suppose that early interest received added stimulation from the work of such associations as the American Philosophical Society, and later from the Franklin Institute.

Men like Franklin<sup>2</sup> and William Smith had proposed providing higher educational opportunities for those destined for the more mundane pursuits of life. The latter, in his mythical *College of Mirania*, published in 1753, promulgated the idea of a "Mechanics' School" which might "well have been called a distinct college; for it is no way connected with what is called the College . . . . Most of the Branches of Science, taught in the College, are taught in this School; but then they are taught without languages, and in a more compendious manner, as the circumstances and Business of the Mechanic require."<sup>3</sup> Though these concepts may have influenced the Colonial curriculum, they did not take root, and were subordinated to the interests of the dominant liberal arts program.

A breach in the wall of tradition was initiated when the trustees of the University of Pennsylvania appointed a committee (1808) "to consider the propriety of establishing a Professorship of Oeconomics or Rural Oeconomy in this Institution." Convinced "that such a professorship is peculiarly important and necessary in this Country and especially in this State, where the interests of Agriculture are so intimately connected with the prosperity of the State," the committee

<sup>1</sup> For discussion of science in the liberal arts curriculum, see Chapter XXIV.

<sup>2</sup> Franklin, *Proposals Relating to the Education of Youth*, 11; Labaree *et al.* (eds.), *Papers of Benjamin Franklin*, III, 404.

<sup>3</sup> Smith, *General Idea of the College of Mirania*, 9 ff.

urged the adoption of an annual course of lectures "under the general Term *Oeconomy* . . . as a practical branch of Science, in this University." Enumerating its advantages both to the University and to the people of the State, the committee's report also contained an outline comprehending the areas of agricultural science, such as a study of soils, manures, "Implements of Husbandry," culture of crops, diseases of plants and diseases of domestic animals, which might be included in the course. However, the committee was unable to persuade a majority of the trustees to its views; "the board was equally divided, and the question was lost."<sup>4</sup>

This initial setback was not entirely devoid of positive results. The professors of botany and chemistry in the medical school agreed to deliver lectures in these subjects to the senior class.<sup>5</sup> The trustees decided to establish "a Garden for the improvement of the Science of Botany," in 1815, for which the legislature had already appropriated money in 1807.<sup>6</sup> This in turn was a prelude to the decision to create a separate faculty of "Natural Science," consisting of a professor of botany; a professor of "Natural History, including Geology and Zoology"; a professor of "Mineralogy and Chemistry as applied to Agriculture and the Arts"; and a professor of "Comparative Anatomy."<sup>7</sup>

Lectures were delivered by the various chairs during the ensuing years.<sup>8</sup> "Cabinets" of "Natural History" and "Mineralogy" were formed. A plot of ground was set aside in the botanical garden for the use of Dr. William Barton, professor of botany, "for the cultivation of Plants therein during the pleasure of the Board, at his own expense."<sup>9</sup> In 1822 the trustees resolved "that each of the Gentlemen who may be elected to the Department of Natural Science and those who are now incumbent in that Department be requested to deliver

<sup>4</sup> U.P., Minutes of Trustees, V, February 2, 1808, p. 328; University Papers, VI, March 2, 1808, p. 6; Minutes of Trustees, V, November 1, 1808, p. 338.

<sup>5</sup> U.P., Minutes of Trustees, V, July 10, 1809, p. 350; Dr. Coxé to U.P. Trustees, July 31, 1809, University Papers, VI, 44; Dr. Benjamin S. Barton to U.P. Trustees, April 3, 1815, University Papers, VIII, 23.

<sup>6</sup> U.P., Minutes of Trustees, VI, November 7, 1815, p. 150; Act of March 19, 1807, Pennsylvania, *Laws, 1806-1807*, p. 87.

<sup>7</sup> U.P., Minutes of Trustees, VI, February 6, March 5, April 16, May 7, September 3, October 4, November 5, 1816, pp. 162, 164, 173, 174, 184, 188-89, 192; Dr. Chapman to William Rawles, March 6, 1816, University Papers, VIII, 58; U.P., Minutes of Trustees, VI, December 30, 1816, p. 196.

<sup>8</sup> *Ibid.*, March 5, 1822, pp. 350-51.

<sup>9</sup> *Ibid.*, July 7, 1818, p. 251; VII, May 2, 1826, p. 153; University Papers, XI, 24; U.P., Minutes of Trustees, VI, April 6, 1819, p. 273.

annually in the University a course of (at least ten) Lectures on the subjects within the Sphere of his appointment." These lectures were in no way to trespass upon the proper provinces of the other departments or professorships in the university; and a failure to comply with this resolution would be considered by the trustees as an abdication of the chair in which it occurred.<sup>10</sup>

By 1826, however, the department had begun to decline. Dr. Barton requested to be transferred to the faculty of medicine.<sup>11</sup> A committee appointed to "enquire into . . . the state of the professorships of Natural Science," reported that "the Professors in the following chairs of that department, have not for several years past, delivered a course of Lectures in the University . . . to wit, the Professor of Natural History, including Geology and the Professor of Comparative Anatomy." They further stated that the "Professor of Botany in the department of Natural Science holds . . . the Chair of Materia Medica in the Medical Faculty of Jefferson College. No notice appears to have been given to the Board by Professor Barton of his intention to accept this Professorship."<sup>12</sup> With the resignations of the professor of botany, and the professor of "Mineralogy and Chemistry as applied to Agriculture and the Arts," and the sale of the botanic garden in 1833, the Department of Natural Science of the University of Pennsylvania came to an end.<sup>13</sup>

Similar but less comprehensive plans for scientific study independent of the liberal arts program were contemplated by other colleges in Pennsylvania with varying degrees of success. Perhaps the most notable of these early efforts was that of Allegheny College, initiated in 1821. Approached by a committee of the "Western Star Lodge of Free and Accepted Masons" to establish an "Architectonick Mathematical Professorship in Allegheny College" for which the society proposed to raise the sum of \$12,000, the trustees accepted the proffered endowment and resolved to use the money exclusively for that purpose.<sup>14</sup> Although this particular professorship did not materialize for want of securing the prescribed fund, its pursuit did appear to stimulate the trustees to institute some kind of scientific program. Consequently, an unsuccessful attempt was made during the years

<sup>10</sup> *Ibid.*, February 4, 1822, pp. 346-47.

<sup>11</sup> *Ibid.*, VII, March 2, 1825, pp. 103-104.

<sup>12</sup> *Ibid.*, November 7, 1826, p. 164; March 20, 1827, pp. 179-80.

<sup>13</sup> *Ibid.*, November 6, December 4, 1827, pp. 210, 212; VIII, September 24, 1833, p. 102.

<sup>14</sup> Allegheny College, Minutes of Trustees, I, October 2, 1821, pp. 135 ff.



1827 and 1829 to erect a military academy offering a course of instruction heavily weighted with theoretical and practical mathematics, modern languages, civil engineering, topography, chemistry, and mineralogy.<sup>15</sup> However, almost ten years were to pass before a measure of success was finally achieved.

In 1837 the college catalogue announced that "Instructions will be given in . . . Civil Engineering, when either the inclination of the student or his peculiar destination may render them desirable."<sup>16</sup> The following year Mr. R. T. Allen was appointed "Professor of Civil Engineering & adjunct Professor of Mathematics" and was authorized "to procure the necessary instruments for his department in the Col. the cost not to exceed \$600."<sup>17</sup> His classes were so well attended, and the income from them so munificent, that the trustees were encouraged in 1839 to enlarge the department by the appointment of a professor of "Natural Science."<sup>18</sup> The following year (1840) they resolved "That a Scientific Course of Study equivalent to the regular course be established in Allegheny College, & that the Literary title of Bachelor of Science be connected therewith." Since the program that was formulated appears to be the first graded four-year scientific curriculum placed in operation by an institution of higher education in Pennsylvania, it is presented here in its entirety.

*Preparatory*—English Grammar; Arithmetic, mental & practical; Algebra, Davies first lessons.

*Freshman*—1st. Term: English Grammar, continued; Algebra, Bourdons; Geography, Woodbridges. 2nd Term: History, Ancient & Modern; French; Cronology [*sic*]; Geometry (Legendres).

*Sophomore*—1st Term: French; Descriptive Geometry; Trigonometry, Plane & Spherical; Surveying. 2nd Term: Natural History; Shades & Shadows; Analytical Geometry.

*Junior*—1st Term: Mineralogy & Geology; Differential & Integral Calculus; Evidences of Natural & Revealed Religion. 2nd Term: Rhetoric & Logic; Mechanics (Courtney's); Chemistry; Electricity & Galvinism by Lect.

*Senior*—1st Term: Elements of Criticism (Kane); Optics (Brewster); Intellectual Philosophy (Upham); Civil Engineering

<sup>15</sup> *Ibid.*, II, October 7, 1833, p. 107, January 9, 1827, p. 5; *Hazard's Register*, III (May 9, 1829), 300-301.

<sup>16</sup> Allegheny College, *Catalogue* (1837), 13.

<sup>17</sup> Allegheny College, Minutes of Trustees, II, April 12, May 24, November 8, December 24, 1838, pp. 154, 155, 159, 160.

<sup>18</sup> *Ibid.*, March 12, July 31, 1839, pp. 160, 165.

(Mahon, Long, Noves &c); Field Practice & Topographical drawing. 2nd Term: Astronomy (Norton); Political Economy (Say); Moral Philosophy (Wayland); Law of Nations (Vattel).<sup>19</sup>

This curriculum seems to have been in force even prior to its formal adoption; for, scarcely three months after the trustees had voted to include it among their instructional offerings, one student was graduated with the degree of Bachelor of Science.<sup>20</sup> He was followed in 1811 by three others. Two years later, five more successful candidates were awarded the Bachelor of Science degree.<sup>21</sup> But these were the last to earn the honors of the college for pursuing the special science program. Without recording their reasons for so doing, the trustees in 1816 tersely resolved "that the Res. of Feb. 24, 1810 establishing a Scientific Course, be & the same is hereby rescinded."<sup>22</sup>

Other colleges prior to 1850 contemplated scientific and technical programs for those who did not intend to pursue the "regular" liberal arts curriculum. These, however, failed to attain to maturity, and were confined, basically, to single professorships which were to comprehend, among other things, instruction in civil engineering. Lafayette College, for example, had been conceived by its progenitors (1824) as "a civil and military institution of learning, which shall comprise in its course of instruction . . . the various branches taught in our colleges and universities, together with civil and military engineering and military tactics."<sup>23</sup> In fact, its charter specifically provided for education in "the useful Arts, Military Sciences, Tactics and Engineering." But the college was forced to obtain an amendment to its charter eliminating these features before its first president would agree to serve.<sup>24</sup>

On the other hand, the trustees of Washington College resolved (1832) "that a new professorship be established which shall embrace instruction in civil engineering, the french language, political economy, mineralogy, Geology, botany, natural history &c."<sup>25</sup> Although there was no defined course of studies, there is some evidence attesting to the fact that lectures were delivered from time to time in the

<sup>19</sup> *Ibid.*, February 24, 1840, pp. 167-68.

<sup>20</sup> *Ibid.*, August 26, 1840, p. 171.

<sup>21</sup> *Ibid.*, August 25, 1841, p. 175; August 23, 1843, p. 184.

<sup>22</sup> *Ibid.*, March 30, 1846, p. 219.

<sup>23</sup> Lafayette College, Minutes of Trustees, I, December 27, 1824, pp. i-ii.

<sup>24</sup> Act of March 9, 1826, Pennsylvania, *Laws, 1826*, p. 76; *supra*, 85; Act of April 7, 1832, Pennsylvania, *Laws, 1832*, p. 376.

<sup>25</sup> Washington College, Minutes of Trustees, I, November 25, 1832, Washington and Jefferson College, Washington, Pennsylvania.

areas embraced by this professorship. The college catalogue for the year ending 1839 states that "Civil Engineering . . . though not a part of the regular College course . . . [is] taught when required, without any additional expense." Furthermore, three students were listed the following year as having studied "Civil Engineering."<sup>26</sup> These, however, for the period under consideration, appear to have been the last to have partaken of such instruction.

A somewhat similar but even more abbreviated experience was the lot of Pennsylvania College (Gettysburg College) in 1837 and Dickinson College and the Western University of Pennsylvania (University of Pittsburgh) in 1847. The first, on the recommendation of the faculty, appointed a graduate of "West Point Academy" as "Professor of Civil Engineering & Architecture in Penna. College." Two years later the minutes of the trustees record the receipt of a letter from the professor announcing his resignation, and a resolution of appreciation from the board for "his valuable & gratuitous services."<sup>27</sup> Dickinson College under the heading "Literary & Scientific Course" announced (1847) that "For those who may not wish to pursue a full course, an English course is provided." This was to be a three-year course embracing all the studies of the preparatory department and the four years of college, exclusive of the languages and the mathematics of the junior and senior years. A "Certificate of proficiency, under the seal of the College," was to be awarded those who successfully passed examinations on the entire course.<sup>28</sup> It appears, however, that the plan failed to materialize, for no further mention was made of it.

The Western University also approved the creation of a "Professorship of Civil Engineering, Mechanical Drawing &c" with the understanding that the professor was to have "the privilege of a room in the Building but [to be] dependent upon his class for support."<sup>29</sup> Extant records of the university are silent as to the fate of this professorship. However, it could not have lasted for more than two years, because the fire which destroyed the university building in 1849 forced the suspension of classes, which were not again resumed until new buildings were erected in 1855.

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<sup>26</sup> Washington College, *Catalogue* (1839), 14; (1839-40), 15.

<sup>27</sup> Pennsylvania College, Minutes of Faculty, I, January 18, 1837; Minutes of Trustees, I, April 19, 1837, p. 37; April 17, 1839, p. 66. These minutes are in the President's Office, Gettysburg College.

<sup>28</sup> Dickinson College, *Catalogue* (1846-47), 22.

<sup>29</sup> Western University of Pennsylvania, Minutes of Trustees, March 2, 30, 1847, pp. 110, 112, University of Pittsburgh.

**The Manual Labor Movement.** Even more widespread than the efforts to institute separate scientific curriculums were the attempts before 1850, inspired by the example of Emanuel Fellenberg at Hofwyl, to establish agricultural and manual labor programs in the colleges. There was scarcely a college during this period that did not either contemplate or place into operation some kind of plan related to the movement. For the most part, the purpose was two-fold: to aid the student, and possibly the institution, in partially defraying the costs of education; to provide some kind of physical activity to correct the imbalance arising from the sedentary nature of mental pursuits. This dual objective was frequently expressed by the proponents of the manual labor system.<sup>30</sup>

Madison College, among the earliest of the institutions of higher education in Pennsylvania to espouse the cause of manual labor, had a specific provision in its charter (1827) permitting the trustees to "have in addition to the usual course of academic instruction in the colleges of this country, an agricultural department, in which shall be taught scientifically the arts and uses of all and every kind of practical husbandry . . . Provided . . . That no student or pupil in the college . . . shall be required to study or labor in said department."<sup>31</sup> However, there was no evidence in the checkered career of the college to indicate that the expressed intention of the founders was ever put in force.

A more successful venture was carried through at Jefferson College. In a communication to the press in 1829, Mathew Brown, president of the institution, stated that "It is . . . contemplated to purchase a farm adjacent to the College with a view of connecting agricultural labour with the exercises of the students; and to apply the proceeds to reduce the expenses of education."<sup>32</sup> The following year the trustees appointed a committee to carry out this proposal. The committee reported (1831) that a farm had been purchased adjacent to the town for the sum of \$3,000.<sup>33</sup> Buildings were erected, and plans were perfected whereby students were permitted either to lease plots

<sup>30</sup> Compare Allegheny College, Minutes of Trustees, II, December 4, 1829, pp. 68-69; *Hazard's Register*, IV (July 11, 1829), 32; *American Annals of Education and Instruction*, V (March, 1835), 114-15.

<sup>31</sup> Act of March 7, 1827, Pennsylvania, *Laws, 1827*, p. 79.

<sup>32</sup> *Hazard's Register*, IV (July 11, 1829), 32.

<sup>33</sup> Jefferson College, Minutes of Trustees, I, September 30, 1830, p. 136; April 26, 1831, p. 137; *American Annals of Education*, I (December, 1831), 597. The Jefferson College minutes are at Washington and Jefferson College.



of ground for their own use, or to perform agricultural labor for the college for specified compensation.<sup>34</sup> In 1833 the college announced that "The Farm . . . now accommodates thirty-two Students who nearly support themselves by laboring two hours daily."<sup>35</sup> But the expenses of the operation apparently exceeded its income. A year later (1834), the treasurer was authorized to pay "any sum not exceeding one thousand dollars, to meet the present claims against the College farm." With each succeeding year interest as well as income waned, until the trustees decided to sell the farm in 1846.<sup>36</sup> This marked the end of manual labor at Jefferson College.

Allegheny College had tentatively considered "an agricultural establishment" in 1829 "in order to afford a useful exercise, and in aid of the students connected with this institution."<sup>37</sup> But the idea was allowed to lie fallow until 1833 when a committee of trustees was appointed "to investigate the manual labor system & obtain what information may be deemed important to the board preparatory to the establishment of this system & mode of instruction in connection with the College." The committee's report traced the history of the manual labor movement, stressing particularly Wesley's role in the founding of the "Kingwood Academy" in England; extolled the virtues inherent in education which combines the manual with the mental; pointed to the benefits students derive from the system in defraying part of their college expenses, in preserving "health, guarding . . . morals, and contracting habits of industry"; and predicted that the student "will in many or most instances form a character for usefulness, and lay the foundation of future wealth and honorable affluence in life, in the habits of industry which he contracts."<sup>38</sup>

Convinced of its efficacy, the trustees deemed it "highly expedient to attach to the College the justly celebrated manual labor system thereby to facilitate the education of youth in our land & send them into the world with vigorous constitutions, correct morals & business habits. . . ." A superintendent was appointed to manage the farm; and an artisan was employed "to take charge of the Carpenter shop

<sup>34</sup> Jefferson College, Minutes of Trustees, I, September 28, 1831, p. 140; September 26, 1833, p. 157.

<sup>35</sup> Jefferson College, *Catalogue* (1833).

<sup>36</sup> Jefferson College, Minutes of Trustees, II, March 27, 1834, p. 22; March 24, 1846, p. 85.

<sup>37</sup> Allegheny College, Minutes of Trustees, II, December 4, 1829, pp. 68-69.

<sup>38</sup> *Ibid.*, August 20, 1833, p. 106; *Report of a Committee of the Trustees of Allegheny College on the Manual Labor System* (Meadville, 1833), 3 ff., in the Historical Society of Pennsylvania.

& assist in employing such students as may work at carpenter work & that he give the use of his own tools.”<sup>39</sup> So encouraged were the trustees by the initial promise of the enterprise, that they reported to the Pittsburgh Annual Conference of the Methodist Episcopal Church that it was their intention “to make the department permanent as an appendage of the institution, and no efforts will be spared on our part to render it extensively useful in its operations.”<sup>40</sup> However, these first signs of success were more visionary than real. By 1837 the college catalogue, in contrast to the prospectus of 1833, merely informed students that a piece of ground would be furnished those desiring it without rent, that employment could be found “among the farmers and mechanics in the village and neighborhood,” but that “no student is required to perform manual labor.”<sup>41</sup> In 1842 the trustees acknowledged the failure of the experiment by selling the college farm.<sup>42</sup>

Somewhat similar was the experience of Lafayette College. After more than six years of fruitless searching, the trustees induced the Reverend George Junkin, principal of the Manual Labor Academy of Pennsylvania at Germantown, to assume the presidency of Lafayette College in 1832. At the same time they “took a lease for Two years of the Farm and buildings belonging to C. Middler for the purposes of the College and to enable the President to conduct its operations upon the Manual Labour principle.” Inspired by European experiences, James M. Porter, president of the board of trustees, declared during the opening days of the nascent institution that “If we look to the success which crowned the efforts of Pestalozzi and Fellenberg, we cannot despair of success.”<sup>43</sup>

Hard and diligent labor produced results, in less than a year, that appeared to augur well for the future of the work-study plan. A building was erected with the labor of the students, products were manufactured by them, and their earnings were sufficient to defray three-eighths of their expenses at college.<sup>44</sup> But limited resources and lack of capital with which to provide the necessary facilities had a

<sup>39</sup> Allegheny College, Minutes of Trustees, II, October 7, November 4, 1833, pp. 107, 109; April 1, 1834, p. 114.

<sup>40</sup> *Ibid.*, July 18, 1834, pp. 120-21.

<sup>41</sup> Allegheny College, *Prospectus* (1833), 4; *Catalogue* (1837), 14.

<sup>42</sup> Allegheny College, Minutes of Trustees, II, November 3, 1842, p. 180.

<sup>43</sup> Lafayette College, Minutes of Trustees, I, February 6, 1832, pp. 26 ff.; Porter, *Address Delivered Before the Literary Societies*, 12.

<sup>44</sup> Lafayette College, Minutes of Trustees, I, October 10, 1832, pp. 33-34; *American Annals of Education*, III (February, 1833), 91-92.

derogatory effect on the manual labor program. In their second annual report the trustees stated that these handicaps "have prevented us from employing in many cases the full term of three hours, the time allotted by our rules to labour." In turn, "this deficiency has had a reflex operation upon the spirit of diligence. Some being unemployed, through a necessity growing out of poverty, has operated a bad influence upon others, so that this year we have met with difficulty in several instances in bringing up the Student to the rule of labour."<sup>45</sup> Although the situation seemed to improve the following year (1834), the unprofitableness of the venture and the hostile attitude of the "laboring public" to the introduction of manual labor in a college led the president of the college and the trustees (1839) alike to relinquish this feature of their plan.<sup>46</sup>

Proponents of agricultural and manual labor in other colleges were unsuccessful in persuading their institutions to adopt such programs. In some cases committees were appointed to investigate the matter. In others, the idea was entertained momentarily, but allowed to die for want of subsequent attention. Thus was the fate of the movement decided in Washington College (1833), Bristol College (1833), Dickinson College (1834), Rittenhouse College (1837), Marshall College (1838), Villanova College (1842), and Pennsylvania College (1846).<sup>47</sup>

## 2. SCIENCE AND TECHNOLOGY IN THE COLLEGE PROGRAM AFTER 1850

**Scientific and Technological Education.** After 1850 the colleges and universities of the State began again to consider the propriety of establishing separate scientific and technical curricula. This does not mean that the mid-point of the century represented a sharp line of demarcation dividing an era indifferent to science from one alive to its potential. Rather it should be viewed as a product of an ascending science continuum beginning to acquire a qualitative as well as a quantitative strength and maturity, and demanding special treat-

<sup>45</sup> Lafayette College, Minutes of Trustees, I, October 7, 1833, p. 47.

<sup>46</sup> *Ibid.*, September 24, 1834, pp. 69 ff.; *Seventh Annual Report* (1839), 5-6.

<sup>47</sup> Washington College, Minutes of Trustees, I, October 30, 1833; Act of February 27, 1834, Pennsylvania, *Laws, 1834*, p. 93; Chauncey Colton, *An Address on the Standard of American Scholarship and Enterprise of the Nineteenth Century* (New York, 1835), 29; *American Annals of Education*, III (August, 1833), 380; Dickinson College, Minutes of Trustees, III, May 9, 1834, p. 199; *Address of the President and Fellows of Rittenhouse College*, 3 ff.; Marshall College, Minutes of Trustees, June 23, 1838, p. 42; Martin I. J. Griffin (ed.), *American Catholic Historical Researches 1884-1902*, XIX (October, 1902), 174-75; Pennsylvania College, Minutes of Faculty, II, September 2, 1846.

ment and consideration. The programs which emerged from this revitalized interest were neither uniform nor adequate. Frequently they contained little in them that could properly be called scientific. Viewed at the outset as inferior and subordinate to the "regular" college course, they acquired a dominance less than a century later which few would have dared to predict.

Initially, the steps taken to provide form and organization for instruction in science and technology were tentative and indefinite. In 1852, for example, the University of Pennsylvania decided that "If anyone shall have attended one course in Natural Theology and the Evidences of Christianity, all the Courses in the Department of Mathematics, Natural Philosophy and Chemistry, and two courses in Modern Languages or two courses in Moral and Natural Philosophy or two courses of Physiology and Natural History, he shall be entitled to receive the Degree of Bachelor of Science."<sup>48</sup> This course was clearly regarded as inferior to the program prescribed for the Bachelor of Arts degree. It was less exacting with respect to the number of courses required for its completion and, instead of four years, demanded no more than three for the acquisition of the degree. Further, the subordinate position ascribed to the science program was even reflected in the charges made for tuition. "Scientific and other students, who recite with one or more classes are charged for each branch one-third of the fee charged to regular undergraduates."<sup>49</sup> Two years after the adoption of the course (1854) the university conferred its first Bachelor of Science degree upon one successful candidate.<sup>50</sup> Approximately equal status with the arts program was not achieved until 1869 when the course in science was extended to four years, and the curriculum pursued was the same as that required of candidates for the Bachelor of Arts degree, except that the ancient languages were omitted entirely, higher mathematics and its applications were made required studies, and the student had to elect at least two modern languages in his junior and senior years.<sup>51</sup>

Even prior to the inauguration of the science curriculum, the University of Pennsylvania deemed it "expedient [March, 1850] to provide for a School of Arts." Two months later, the trustees decided that "for the purpose of Establishing a School of Arts in connection with the University a Professor be elected to serve without charge to the

<sup>48</sup> U.P., Minutes of Trustees, IX, May 4, 1852; *Catalogue* (1852-53), 36.

<sup>49</sup> *Ibid.*, 3.

<sup>50</sup> U.P., Minutes of Trustees, X, July 4, 1854, p. 69.

<sup>51</sup> U.P., *Catalogue* (1868-69), 34.



University." Such a professor was appointed with the title of "Professor of Chemistry as applied to the Arts."<sup>52</sup> However, in 1852 the school was still inoperative, and the trustees decided to change its name "so as to read 'Mines, Arts and Manufactures.'" A plan of organization was adopted embracing the departments of (1) natural philosophy including general chemistry, (2) technical chemistry, chemical analysis and metallurgy, (3) pure mathematics, (4) civil engineering, general mining surveying, art of mining, mining machinery, (5) geology, mineralogy and paleontology, (6) sketching and plan drawing, (7) theoretical and practical mechanics and its application to machinery, (8) the German and French languages; and the course of instruction was to occupy three years. Two new professors were elected, one of "Geology," and one of "Mining and Civil Engineering."<sup>53</sup> However, aside from the course in "Chemistry Applied to the Arts," there is no evidence that regular instruction was provided in the other departments of the school.<sup>54</sup>

This situation obtained until 1855 when the trustees appointed a committee "to ascertain whether any of the Professors heretofore appointed in the Department of Mines, Arts and Manufactures decline to enter upon the duties connected with such professorships."<sup>55</sup> Their determination to establish a functioning department was strengthened, possibly, by a communication from the American Iron Association stating that "the establishment of such a school is eminently needed to the economical conduct of the iron manufacturer, and that we will give to it our hearty support under the care of the University"; and by the receipt of a legacy "to be applied towards founding a School of Mines," and for the endowment of "a chair of Fine Arts."<sup>56</sup> On the basis of the committee's report, a more definitive organization of the department was effected providing for the following professorships:

A Professorship of Natural Philosophy, A Professorship of Technical Chemistry and Metallurgy embracing their application to the Manufacture of iron and other metals, A Professorship of Pure Mathematics; A Professorship of Civil Engineering and Surveying; A Professorship of Mining; A Professorship of Geology, Mineralogy and Paleontology; A Professorship of the

<sup>52</sup> U.P., Minutes of Trustees, IX, March 5, May 28, October 1, 1850.

<sup>53</sup> *Ibid.*, April 20, June 1; X, October 5, 1852, p. 6.

<sup>54</sup> U.P., *Catalogue* (1851-52), 30 ff.; (1854-55), 37.

<sup>55</sup> U.P., Minutes of Trustees, X, April 3, October 16, 1855, pp. 110 ff., 146-47.

<sup>56</sup> *Ibid.*, March 20, June 5, 1855, pp. 100, 131.

Fine Arts—embracing the elements of drawing and sketching from nature and their application to practical Art; a Professorship of Architecture and Practical Building; and A Professorship of Theoretical and Practical Mechanics.<sup>57</sup>

In May, 1856, the trustees resolved "that the Committee on the Government of the College be instructed to take such measures as may be necessary for the efficient organization of the 'Department of Mines, Arts and Manufactures' so that the same may go into operation, and instruction therein may be given at the University during the Collegiate Term, succeeding the next vacation." As a consequence, the catalogue announced the existence of the department, and five students were listed as attending the courses of the various professors.<sup>58</sup>

Though the department underwent a number of transformations, changing its name in 1864 to "The College of Agriculture, Mines, Arts and the Mechanic Arts,"<sup>59</sup> and to the "Towne Scientific School" in 1875 in memory of the donor of "a sum of Money larger (it is believed) than has ever been given by any one person to support the teaching of applied Science,"<sup>60</sup> the places of science and technology were thenceforth assured in the university curriculum. Space does not permit the detailed recording of a veritable proliferation of courses and departments, particularly in science and engineering, which ensued after 1856. With respect to these, one further major event may be noted. In conformity with an agreement between the trustees and the Moore Estate (1923), the Moore School of Electrical Engineering was established, and formally opened February 6, 1924.<sup>61</sup>

Comparable, but much less comprehensive plans for scientific and technical study, were formulated by other institutions of higher education in Pennsylvania. With little or no increase to their existing science programs, many colleges instituted a second course, often interchangeably designated as an "English Course," or a "Scientific Course," leading either to the degree of Bachelor of Science or Bachelor of Philosophy. This tendency, already noted in the case of the University of Pennsylvania, was further manifested by other institutions. Thus the trustees of the University at Lewisburg (Bucknell University)

<sup>57</sup> *Ibid.*, February 5, 1856, pp. 158 ff.

<sup>58</sup> *Ibid.*, May 6, 1856, p. 176; *Catalogue* (1855-56), 35-36.

<sup>59</sup> U.P., Minutes of Trustees, X, February 16, 1864, pp. 490-91. The trustees hoped that the university would become the beneficiary of the Morrill Land Grant Act of July 2, 1862, and of the act of the Pennsylvania legislature of April 1, 1863, appropriating public lands for agricultural and other purposes.

<sup>60</sup> U.P., Minutes of Trustees, XI, June 1, 1875, p. 299.

<sup>61</sup> *Ibid.*, XVIII, June 4, 1923, pp. 509 ff.; February 6, 1924, p. 580.

adopted the proposal of their faculty (1851) "to add to the Degrees at present conferred, that of Bachelor of Philosophy, to require of the candidate for this degree a course of study in English Branches which will occupy him three years." This program, the faculty continued, substituting one term of mensuration, two terms of analytical geometry, two terms of history and one term of physiology for the seventeen terms of Latin and Greek demanded of the liberal arts students, "would require besides the President, four Professors; or three Professors and a Tutor; which is no increase of the Faculty beyond what was contemplated, and is required even if no change or addition was made in the Curriculum."<sup>62</sup>

Labelled "a course of study in English Branches" by the faculty, it was referred to in the catalogue as the "Scientific Course."<sup>63</sup> In 1853, two years after its inauguration, the university awarded the Bachelor of Philosophy degree to the first graduate of its scientific curriculum.<sup>64</sup> The reluctance to regard the program in science as of comparable significance with the liberal arts was also manifested at the University at Lewisburg. Apparently it was difficult for educators of the period to conceive of a college course, properly so called, without either one or both of the ancient languages. Consequently, when a semblance of equality did appear, it occurred in many places only after the scientific course had been invested with an aura of respectability by the inclusion of Latin or Greek as a required study. This was so at Lewisburg. Almost a quarter of a century elapsed before the trustees resolved "that a Latin Scientific course in the University be instituted." Increased now to four years, the curriculum in science added modern languages to its required offerings, as well as Latin. Upon its successful completion the student was to receive the Bachelor of Science degree.<sup>65</sup>

The colleges of Pennsylvania were both financially and ideologically limited during the eighteenth and the larger part of the nineteenth century to the offering of one course of studies, the liberal arts curriculum. They had to acquire added sources of revenue as well as a change in orientation before they could institute acceptable technical programs of recognized college rank. The demands of the new tech-

<sup>62</sup> University at Lewisburg, Minutes of Trustees, 1, August 20, 1851, Treasurer's Office, Bucknell University.

<sup>63</sup> University at Lewisburg, *Catalogue* (1851-52), 20, Registrar's Office, Bucknell University.

<sup>64</sup> University at Lewisburg, Minutes of Curators, August 17, 1853.

<sup>65</sup> University at Lewisburg, Minutes of Trustees, II, June 29, 1875, p. 351; *Catalogue* (1875-76), 13-15.

nologies with respect to costly equipment and trained faculty personnel discouraged the early adoption of courses of instruction designed to produce competent technicians and engineers. Consequently, it was not until the twentieth century that Bucknell University, for example, resolved "that a course leading to the degree of Bachelor of Science in Civil Engineering be established equivalent to the corresponding course in the University of Pennsylvania and other institutions of like grade."<sup>66</sup> This was followed in 1904 by the introduction of four-year courses leading to the Bachelor of Science degree in biology and chemistry, respectively. In 1905 a program in electrical engineering was instituted; and in 1910 the University announced a course in mechanical engineering.<sup>67</sup>

Waynesburg College in 1855 offered the Bachelor of Science degree to students who pursued "the same studies" encompassed by the liberal arts curriculum "without the Greek and Latin Languages." Two years later the college conferred the degree upon the successful graduates.<sup>68</sup> Although the extant records fail to reveal the establishment of an engineering curriculum, the United States Commissioner of Education reported in 1874 that Waynesburg College had in that year awarded the degree of "Civil Engineer in course" to two of its students.<sup>69</sup>

The initial lack of definition and the subordinate position under which the so-called scientific curriculum labored was further exemplified by the experience of Westminster College. Announcing in 1855 the existence of a normal department in combination with a "scientific course," the catalogue stated:

It is obvious, that too much attention cannot be given, to a thorough acquaintance with elementary principles, in an English education. No matter what may be the proficiency of scholars in the higher branches, if they be superficial in the rudiments, they cannot pass through Society with honor and credit to themselves and to the Institution. . . . All candidates for admission to either of these departments, must be at least twelve years of age.<sup>70</sup>

<sup>66</sup> Bucknell University, Minutes of Trustees, III, June 17, 1902, p. 269; *Catalogue* (1902-1903), 56-57.

<sup>67</sup> Bucknell University, *Catalogue* (1903-1904), 48 ff.; (1904-1905), 53; (1909-10), 80-82.

<sup>68</sup> Diploma of Margaret L. Needham, September 23, 1857, Waynesburg College.

<sup>69</sup> *USRCE*, 1874, pp. 744-45.

<sup>70</sup> Westminster College, *Catalogue* (1854-55), 16.



Clearly representative of courses assigned to what was generally called the preparatory department, its completion was signified by the granting of a certificate or diploma, rather than a degree. This was the case in 1857, when the trustees awarded diplomas in the scientific course to nine young ladies.<sup>71</sup>

In 1868 the custom of awarding diplomas was discarded; for in that year the trustees conferred the degree of Bachelor of Science "on the persons graduating in the Scientific Department."<sup>72</sup> However, there does not seem to have been a corresponding elevation of the curriculum offerings. This occurred three years after the conferring of the science degrees, when the college increased the two-year preparatory curriculum to four years by adding the studies of the freshman and sophomore years, minus the ancient languages. In announcing the change the college catalogue stated: "This department does not profess to be Polytechnic or professional, except that it fits the student . . . for entering intelligently into various practical spheres of usefulness, in connection with mechanical and civil engineering and other departments of Art."<sup>73</sup> Another revision was effected in 1878 with the elimination of the studies of the preparatory department and the addition of a third college year.<sup>74</sup> Twelve years later (1890) the course was expanded to embrace four years of college, including Latin, and additional work in mathematics and science. However, this seems to have been only a temporary arrangement, for in 1896 the trustees on the recommendation of the faculty agreed to enlarge the scientific curriculum to four years by adding another year of work.<sup>75</sup>

The Western University of Pennsylvania in 1862 had not yet recovered from the disastrous effects of the fire of 1849 which had forced the institution to suspend operations until 1855. Since the re-opening, the catalogue states, "A few have graduated and regular classes have been carried to the Sophomore year." At the same time provision was made for those students who did not wish to study the ancient languages, and who out-numbered the matriculants in the classical curriculum, to take "the Scientific Course."<sup>76</sup> These were to be rewarded after 1863 with the degree of Bachelor of Philosophy, if

<sup>71</sup> Westminster College, Minutes of Trustees, I, July 1, 1857, pp. 72-73.

<sup>72</sup> *Ibid.*, June 24, 1868, p. 149.

<sup>73</sup> Westminster College, *Catalogue* (1870-71), 15, 23-24.

<sup>74</sup> *Ibid.* (1877-78), 17-18.

<sup>75</sup> *Ibid.* (1889-90), 12-13; Westminster College, Minutes of Trustees, C, June 18, 1896, pp. 83-84.

<sup>76</sup> Western University of Pennsylvania, *Catalogue* (1862), 9, 13.

they shall "have completed the entire Scientific, Literary studies of our regular Academic course, with such other studies as the Principal and Trustees shall direct,—the whole comprising a period of three years—and shall have passed a satisfactory examination in the course they have pursued."<sup>77</sup> In 1866 one student was granted the Bachelor of Philosophy degree in recognition of his successful completion of the course as outlined.<sup>78</sup>

A waning of interest in the scientific curriculum was noted by the faculty in 1867, and measures were adopted "to inform the people of this community of the advantages of this institution for imparting a Knowledge of the highest branches of Science taught in this country."<sup>79</sup> This may have stimulated the chancellor of the university to recommend (1872) the adoption of a limited scientific program leading to the Bachelor of Science degree, to exist side by side with the more comprehensive science curriculum for which the Bachelor of Philosophy degree was being conferred.<sup>80</sup> Although the Bachelor of Science degree was awarded to one individual in 1875,<sup>81</sup> it ceased to appear after this occasion for the duration of the nineteenth century, until the trustees resolved (1903) "that graduates in the Scientific Course shall receive the degree of Bachelor of Science (B.S.) instead of the Bachelor of Philosophy (Ph.B.) as heretofore."<sup>82</sup> In 1878 the course in science, now increased to four years, included French and German among the required studies.<sup>83</sup>

Engineering programs made their appearance in the curriculum of the Western University of Pennsylvania in 1869 when the faculty resolved to recommend to the trustees the adoption of two degree courses, "one in Civil Engineering & one in Mechanical Engineering."<sup>84</sup> At first, they were but two years in length. Shortly afterwards (1871) they were extended to four years, and the first degree in civil engineering was conferred upon one student in 1874.<sup>85</sup> But the process of

<sup>77</sup> Western University, Minutes of Trustees, I, April 13, 1863, p. 278.

<sup>78</sup> *Ibid.*, June 25, 1866, p. 329.

<sup>79</sup> Western University, Minutes of Faculty, October 18, November 1, 1867, pp. 50-52.

<sup>80</sup> Western University, Minutes of Trustees, II, June 17, 1872, p. 66; *Catalogue* (1872), 17-18.

<sup>81</sup> Western University, Minutes of Trustees, II, June 3, 1875, p. 97.

<sup>82</sup> *Ibid.*, V, June 1, 1903, p. 178; *Catalogue* (1902-1903), 34.

<sup>83</sup> Western University, Minutes of Trustees, II, June 11, 27, 1878, pp. 159, 167; *Catalogue* (1878), 30.

<sup>84</sup> Western University, Minutes of Faculty, February 12, April 9, 1869, pp. 93, 98.

<sup>85</sup> Western University, *Catalogue* (1869), 22-24; Minutes of Faculty, March 24, 1871, p. 164; *Catalogue* (1871), 20-22; Starrett, *University of Pittsburgh*, 310 ff.

seemingly tranquil growth was interrupted in 1880; the courses in engineering were discontinued.<sup>86</sup>

However, the persistent demands of new students for technical training, fortified by the faculty's arguments for the reinstitution of courses in engineering, resulted in the establishment of a new department called the "School of Engineering and Chemistry."<sup>87</sup> In 1886 the faculty acknowledged the increasing prestige enjoyed by the courses in this "School" by resolving "that hereafter the years of the Engineering Course be named in the same way as the corresponding years of the College Course, the first year being the Freshman & so on."<sup>88</sup> Courses in electrical engineering were added in 1892.<sup>89</sup> The State legislature appropriated \$50,000 to the University (1895) for the establishment of the "Western Pennsylvania School of Mines and Mining Engineering."<sup>90</sup> By the turn of the century the departments of engineering had so overshadowed the program in the liberal arts—the enrollment in the former had increased, since 1885, by 200 per cent, while the latter had diminished 15 per cent—that the chancellor of the university was constrained to observe: "The people have been diligently taught by those, who would have it so, to believe that in a community where commercial and industrial success is highly valued, literary, scientific, and artistic culture cannot be promoted."<sup>91</sup> The chancellor's words evidently had little effect in stemming the increasing tide of concentration on technical studies. By 1913 the university was firmly committed to their promotion; for in that year the "Mellon Institute of Industrial Research" was founded, described as the first school of industrial research in the country.<sup>92</sup>

Science as a separate discipline, apart from the liberal arts curriculum, was made an integral part of the charter which combined the colleges of Washington and Jefferson into Washington and Jefferson College (1865). The act of incorporation stipulated that:

<sup>86</sup> Western University, Minutes of Trustees, II, August 31, 1880, pp. 226 ff.

<sup>87</sup> *Ibid.*, 227; Minutes of Faculty, September 3, 1881, p. 195; Minutes of Executive Committee of Trustees, II, September 6, 1881, p. 220; *Catalogue* (1882-83), 42 ff.

<sup>88</sup> Western University, Minutes of Faculty, March 15, 1886, pp. 145-46.

<sup>89</sup> *Ibid.*, March 16, 30, 1892, pp. 93, 95-97; *Catalogue* (1891-92), 79, 84.

<sup>90</sup> Act of July 5, 1895, Pennsylvania, *Laws, 1895*, p. 619.

<sup>91</sup> Western University, Minutes of Trustees, V, June 4, 1900, p. 71; June 11, 1902, p. 140.

<sup>92</sup> University of Pittsburgh, *Catalogue* (1912-13), 343 ff.; George J. Thompson, *Legislative Acts and Public Documents Relating to the University of Pittsburgh* (Pittsburgh, 1923), 25.

there shall be as integral parts of said College, a scientific department and a preparatory department. The scientific department shall be such as to afford facilities for instruction in the higher branches of the English education, and in such of the modern foreign languages as are most useful and common, in natural science, belles lettres, mathematics, civil and military engineering and the mechanic arts, so as to qualify students therein for the various business avocations of life; and the degree of S.B. shall be conferred upon the graduates of said department, although they may not have pursued such a course of study in the College as to entitle them to any other degree.<sup>93</sup>

Acting in conformity with this provision, the trustees decided that "The Scientific Department shall embrace a regular course of Three Years, after a suitable preparation in the lower department . . . and for admission to it there shall be an examination in the same studies, as for the Freshman Class, except in Latin and Greek." At the same time, they acknowledged that "The studies of this course are necessarily at first, somewhat indefinite, and must grow into importance, and be modified and arranged by the Professors to suit circumstances and the wants of the public."<sup>94</sup>

Three years after the adoption of this new course of study, Washington and Jefferson College conferred its first Bachelor of Science degrees upon eleven graduates of the class of 1868.<sup>95</sup> In 1871 the trustees resolved to extend the scientific course to embrace a period of four years.<sup>96</sup> This decision, necessitating an increase in the professorial staff, stimulated Dr. F. J. Lemoyne, an alumnus of the college, to propose endowing "a Professorship of Agriculture and Correlative branches of science . . . by the donation to the College of Twenty-Thousand Dollars." His offer, however, imposed certain restrictions upon the institution, and was contingent upon the trustees adopting his basic point of view concerning the curriculum; namely, that the college consider the science curriculum as co-equal with the liberal arts program. It is not surprising, consequently, that the trustees decided to amend their by-laws to bring them into conformity with Dr. Lemoyne's conditions: "The Classical and Scientific Courses shall be equally thorough and the graduates of each shall have the same standing and their diplomas the same value and the honors of

<sup>93</sup> Act of March 4, 1865, Pennsylvania, *Laws, 1865*, p. 265.

<sup>94</sup> Washington and Jefferson College, *Minutes of Trustees*, I, June 21, 1865, p. 19; *Catalogue* (1865-66), 24-25.

<sup>95</sup> Washington and Jefferson College, *Minutes of Trustees*, I, August 5, 1868, p. 75.

<sup>96</sup> *Ibid.*, March 21, 1871, pp. 167-68.



the College shall be awarded solely on the basis of scholarship, without regard to the branches pursued."<sup>97</sup>

Eight years later Dr. Lemoyne endowed a chair of "Applied Mathematics," with the donation of an additional sum of \$20,000. "The effect of this professorship," he directed, "shall be to give instruction in Civil Engineering, Mining Engineering, Graphics and all the applications of mathematics to the construction of machinery and the practical trades and employment of such." He also proposed to donate \$1,000 more "to be expended in the equipment of this chair, and the chair of Agriculture with such additional appliances and models as may be adopted to increase their efficiency."<sup>98</sup> The professorship thus created was eventually expanded (1899) to comprehend a four-year course in civil engineering.<sup>99</sup>

Forced to abandon their original objective of providing civil and military engineering side by side with the traditional liberal arts program, the trustees of Lafayette College returned to a consideration of special instruction in the sciences (1864) by resolving to establish a "Professorship of Mining and Metallurgy" provided an endowment of \$20,000 could be raised for that purpose.<sup>100</sup> They had not yet succeeded in this purpose a year later; for a communication from the faculty urging "the establishment of a Scientific Course" was referred to a committee to consider the problem in conjunction with the faculty.<sup>101</sup> It was in 1866 that the idea emerged from its shell of contemplation. The receipt of "the munificent sum of \$100,000 from A. Pardee of Hazelton, Pa., to found a scientific course in the College . . . unparalleled in the History of our Church," enabled the trustees to erect a "new Course of study," to be known as "The Pardee Scientific Course in Lafayette College."<sup>102</sup>

Now possessed of the necessary means, the college inaugurated a four-year science program leading to the degree of Bachelor of Science, and offering the opportunity for special concentration in the senior year in the areas of engineering, chemistry, and mining.<sup>103</sup> The first graduate of the new course received his Bachelor of Science degree

<sup>97</sup> *Ibid.*, June 26, 1871, pp. 174-75, 171-72; *supra*, 332.

<sup>98</sup> Washington and Jefferson College, Minutes of Trustees, I, July 1, 1879, pp. 325-26.

<sup>99</sup> Washington and Jefferson College, *Catalogue* (1898-99), 57.

<sup>100</sup> Lafayette College, Minutes of Trustees, II, July 26, 1864, p. 143.

<sup>101</sup> *Ibid.*, November 1, 1865, p. 159.

<sup>102</sup> *Ibid.*, March 28, 1866, pp. 163 ff.

<sup>103</sup> Lafayette College, *Catalogue* (1865-66), 17-20, 26-27.

in 1868.<sup>104</sup> An additional endowment of \$200,000 offered by Mr. Pardee in July, 1867, matched by a like sum from "other friends of the College," and his further gift of \$200,000 in 1871 "to erect a building for the scientific course,"<sup>105</sup> so strengthened the program as to induce the Superintendent of Public Instruction in 1873 to characterize Lafayette College as "the first to establish an independent scientific department with full provision for technical instruction."<sup>106</sup> Yet, despite its growth and acknowledged excellence, the scientific curriculum was still regarded as inferior to the liberal arts. It was not until 1898 that the trustees, in approving the action of the faculty "in increasing the requirements for admission to the General Scientific Course," remarked "that the General Scientific Course in its entrance requirements and in its curriculum should be placed upon a basis of equal excellence with the other culture courses of the College. The importance of this has been impressed upon a number of the members of the Board by adverse criticism proceeding from sources which deserve the utmost respect."<sup>107</sup>

Twenty years were to elapse from the termination of their pioneering program in science before the trustees of Allegheny College again instituted (1866) a separate scientific course of study. Differing from the classical curriculum in the substitution of French and German for Latin and Greek, the inclusion of technical subjects such as drawing, and the requiring of additional courses in science, it was anomalous in that it led to precisely the same degree, the Bachelor of Arts.<sup>108</sup> This condition, in fact, obtained throughout the nineteenth century. In 1898 the college announced that the Bachelor of Science degree would replace the degree of Civil Engineer, originally introduced with the inauguration of the engineering course in 1885.<sup>109</sup> But the Bachelor of Science degree for courses in science other than engineering was not offered until a new curriculum in science was initiated in 1905.<sup>110</sup>

The pattern which has emerged with respect to separate scientific and technical curricula was followed essentially by other colleges and universities in the nineteenth century. It will suffice, therefore, merely to indicate those institutions of higher education which subsequently

<sup>104</sup> Lafayette College, Minutes of Trustees, II, September 30, 1868, p. 198.

<sup>105</sup> Lafayette College, *Catalogue* (1868-69), 13; Minutes of Trustees, II, September 27, 1871, pp. 251-52.

<sup>106</sup> *PRSPI*, 1873, p. xxxii.

<sup>107</sup> Lafayette College, Minutes of Trustees, III, February 3, 1898, pp. 288-89.

<sup>108</sup> Allegheny College, *Catalogue* (1865-66), 15-22, 26.

<sup>109</sup> *Ibid.* (1897-98), 58; (1884-85), 26-29.

<sup>110</sup> *Ibid.* (1904-1905), 27-28, 67.

adopted such programs. Lebanon Valley College instituted a course leading to the Bachelor of Science degree in 1867.<sup>111</sup> The managers of Swarthmore College (1870) instructed a committee "to consult with the Faculty and propose a plan for a Scientific College course co-equal with the present classical one."<sup>112</sup> Villanova College instituted a separate scientific course of study in 1871.<sup>113</sup> Geneva College did likewise in 1873.<sup>114</sup> Although Pennsylvania College originally offered the Bachelor of Science degree in 1875, its trustees were still discussing the question of inaugurating a separate curriculum in science in 1877; did in fact confer the Bachelor of Science degree in 1882; but did not publish specific admission requirements or an outline of the scientific course until 1887.<sup>115</sup>

In the last quarter of the nineteenth century, the managers of Haverford College approved the adoption of "a course for the Degree of Bachelor of Science."<sup>116</sup> A three-year "Latin-Scientific Course" leading to the Bachelor of Philosophy degree was agreed to at Dickinson College in 1877.<sup>117</sup> Ursinus College in the same year introduced a course of similar length, containing neither the ancient nor the modern languages, which led to the Bachelor of Science degree.<sup>118</sup> In 1879 Juniata College, as the Brethren's Normal College, offered the Bachelor of Science degree for a four-year program of science of questionable college caliber.<sup>119</sup> St. Vincent College (1880) announced a three-year "Scientific Course" omitting the ancient languages; but so far as the records of the college reveal, did not confer the Bachelor of Science degree until June 12, 1928.<sup>120</sup> Grove City College adopted a four-year science curriculum in 1885.<sup>121</sup> Central Pennsylvania College (Albright College) followed suit in 1887.<sup>122</sup> Seven years later

<sup>111</sup> Lebanon Valley College, *Catalogue* (1866-67), 28.

<sup>112</sup> Swarthmore College, *Minutes of Managers*, I, 9th Month 6, 1870, p. 109.

<sup>113</sup> Villanova College, *Catalogue* (1870-71), 9-11.

<sup>114</sup> Geneva College, *Catalogue* (1872-73), 14-15.

<sup>115</sup> Pennsylvania College, *Catalogue* (1874-75), 20; *Pennsylvania College Monthly*, I (May, 1877), 117, in *Library*, Gettysburg College; *Minutes of Trustees*, II, June 27, 1877, p. 224; *ibid.*, June 26, 1882, p. 249; *Catalogue* (1886-87), 15, 19.

<sup>116</sup> Haverford College, *Minutes of Managers*, III, 1st Month 14, 1876.

<sup>117</sup> Dickinson College, *Minutes of Trustees*, VI, June 26, 1877, pp. 4, 13; *Catalogue* (1877-78), 20.

<sup>118</sup> Ursinus College, *Catalogue* (1876-77), 24-26.

<sup>119</sup> Juniata College, *Catalogue* (1878-79), 11-13.

<sup>120</sup> St. Vincent College, *Catalogue* (1879-80), 14-15; (1927-28), 96-97.

<sup>121</sup> Grove City College, *Catalogue* (1884-85), 21-22.

<sup>122</sup> Central Pennsylvania College, *Catalogue* (1886-87), 13-16, in *Library*, Albright College, Reading.

(1891) Thiel College offered a four-year curriculum in science leading to its appropriate degree.<sup>123</sup> At the same time, the directors of the Missionary Institute (Susquehanna University) resolved to amend their constitution so as to "enlarge the curriculum to a full College course," including a four-year program for the Bachelor of Science degree.<sup>124</sup>

As the nineteenth century drew to a close there was scarcely a college in Pennsylvania legally empowered to confer degrees, which did not offer a science program leading either to the Bachelor of Science or the Bachelor of Philosophy degree.<sup>125</sup> Thus the trustees of the Moravian College and Theological Seminary adopted the recommendation of their president (1896) to institute a "Latin Scientific Course."<sup>126</sup> At Muhlenberg College special courses in science leading to the Bachelor of Science degree were arranged for students whose parents requested them as early as 1882; and the degree of Bachelor of Science was conferred on such students in 1883 and 1884. But these were both temporary and makeshift, and reference to them ceases after 1884. It was not until 1897, when the faculty reminded the trustees that students were finding it difficult to meet "the entrance requirements of our University Law and Medical Schools," that a regular four-year program was adopted leading to the Bachelor of Science degree.<sup>127</sup> In 1898 Temple College published a full four-year course of study in science.<sup>128</sup> Although the trustees of Franklin and Marshall College had resolved as early as 1866 "that steps be taken to ensure the establishment at an early day of a thorough scientific course of instruction, similar to that provided in other Colleges," nothing of a concrete nature was done to institute such a program until 1899.<sup>129</sup> St. Joseph's College apparently offered a separate course of study in science before 1900, at least the catalogue published in that year announced the conferring of the Bachelor of Science degree on two graduates.<sup>130</sup>

<sup>123</sup> Thiel College, *Catalogue* (1893-94), 27-30.

<sup>124</sup> Missionary Institute, Minutes of Directors, II, June 5, 6, 1894, pp. 43, 46, in President's Office, Susquehanna University, Selinsgrove.

<sup>125</sup> Lincoln University was an exception. It did not announce a degree course in science until 1915. *Catalogue* (1914-15), 23-24.

<sup>126</sup> Moravian College and Theological Seminary, Minutes of Trustees, I, June 9, 1896, pp. 173 ff.

<sup>127</sup> Muhlenberg College, Minutes of Trustees, II, January 17, 1882, p. 106; June 25, 1883, pp. 126-27; June 25, 1884, p. 141; Minutes of Faculty, III, February 8, 15, 1882, pp. 34, 35; IV, January 11, 1897, pp. 244-46; V, August 17, 1897, p. 1.

<sup>128</sup> Temple College, *Catalogue* (1897-98), 22-23.

<sup>129</sup> Franklin and Marshall College, Minutes of Trustees, I, May 24, 1866, pp. 285-86; *Catalogue* (1899-1900), 30-33.

<sup>130</sup> St. Joseph's College, *Catalogue* (1899-1900), 74.



**Other Vocational Additions.** New disciplines and departments of a technical nature were added, from time to time, by the colleges and universities. In 1875, the University of Pennsylvania established a professorship of the "Science of Music," the professor to "hold his office for the term of three years if he shall so long behave himself;" and at the suggestion of the provost a course in music was adopted leading to the degree of Bachelor of Music.<sup>131</sup> This was followed (1881) by the founding of the "Wharton School of Finance and Economy," as a consequence of the \$100,000 endowment contributed by Joseph Wharton.<sup>132</sup> Thirteen years later the courses in the Wharton School were expanded to encompass four years of work leading to the appropriate degrees.<sup>133</sup>

In addition to those already recorded, other programs of a vocational nature were eventually adopted by the university. Among these may be mentioned a course in journalism initiated in 1893, and one in social work in 1906.<sup>134</sup> The latter was eventually raised to the status of a school upon the affiliation (1935) of the Pennsylvania School of Social Work with the university.<sup>135</sup> In 1948 the School of Social Work and the university were organically united.<sup>136</sup>

Without enumerating in great detail the efforts of many of Pennsylvania's institutions of higher education in promoting vocational competence, it may be sufficient to note that the University of Pittsburgh, in 1908, organized an "Evening School of Economics and Finance," the forerunner to the School of Business Administration.<sup>137</sup> The university's offerings were further expanded in the twentieth century by the establishment of journalism courses in 1914, a department of fine arts in 1927, and a program in social work in 1931.<sup>138</sup>

<sup>131</sup> U.P., Minutes of Trustees, XI, February 3, 1875, pp. 275 ff.; November 7, December 6, 1876, pp. 264, 367-68; *Catalogue* (1876-77), 18.

<sup>132</sup> U.P., Minutes of Trustees, XI, March 1, 24, 1881, pp. 570-71, 576 ff.

<sup>133</sup> *Ibid.*, XIII, April 3, 1894, p. 173.

<sup>134</sup> *Ibid.*, June 6, 1893, p. 119; *ibid.*, XIV, February 6, 1906, p. 422; *Catalogue* (1893-94), 111.

<sup>135</sup> U.P., Minutes of Trustees, XXII, February 4, 1935, p. 101; June 8, 1936, p. 326.

<sup>136</sup> Philadelphia County, Charter Book, No. 145, p. 471 (January 20, 1948), City Hall, Philadelphia; *PRSPI*, 1948, p. 10.

<sup>137</sup> University of Pittsburgh, *Catalogue* (1907-1908), 219 ff.

<sup>138</sup> Starrett, *University of Pittsburgh*, 279, 516, 520. For teacher training see *infra*, 523.

## 3. RISE OF INDEPENDENT TECHNICAL SCHOOLS

**Agriculture and Technology.** Attention has already been paid to the abortive attempts made prior to the mid-nineteenth century to establish colleges whose curricula eliminated Latin and Greek and sought, rather, to embrace "every branch of knowledge that is required for the agricultural, the scientific mechanic or manufacturer, the architect, the civil engineer, the merchant or complete man of business."<sup>139</sup> A few secondary institutions arose, such as the Manual Labor Academy of Pennsylvania which opened with four students May 1, 1829, and the Mount Airy Agricultural Institute.<sup>140</sup> But these were short-lived. The Manual Labor Academy, for example, ceased to exist after 1832 when its principal George Junkin became the first president of Lafayette College.

The frequently hesitant and reluctant steps taken by the colleges and universities after 1850 to provide technical training were scarcely sufficient to meet the growing demands of society. Consequently, the climate was favorable for the rise of a new kind of school, unencumbered by tradition and free to develop along the paths science indicated and need dictated. Aware of this possibility and fearful of its consequences, the president of the University at Lewisburg (Bucknell University) urged his trustees in 1852 to establish a "Professorship of the natural Sciences with special reference to agriculture and the mechanics Arts." He argued:

The march of human improvements has given an importance to new studies, which demands their being thoroughly taught in our higher Seminaries. If such refuse, and continue to be confined to the old routine, institutions will arise expressly to inculcate them, and destitute of Character for solid learning in those ancient branches which ought never to be abandoned. There are many reasons why the youth of this country should be educated together, and not parted off into Schools for each class separately. . . .<sup>141</sup>

His words were prophetic; separate institutions did arise.

Among the earliest of these, and the only one in the country then in existence, was the "Polytechnic College of the State of Pennsyl-

<sup>139</sup> *Supra*, 317-18; *American Annals of Education*, I (September, 1826), 566 ff.; Carey, *Reflexions on the Proposed Plan for Establishing a College*, 2 ff.

<sup>140</sup> *First Annual Report of the Board of Trustees of the Manual Labor Academy of Pennsylvania* (Philadelphia, 1829), 8 ff.; Mount Airy Agricultural Institute, *Catalogue* (1849), 4 ff. See also Mulhern, *Secondary Education*, 453 ff.

<sup>141</sup> University at Lewisburg, Minutes of Trustees, I, August 17, 1852.

vania."<sup>142</sup> Chartered by the legislature in 1853, the school had as its object "the education of youth in the arts, sciences, languages, and literature, particularly mining, engineering, and the natural sciences, in their application to the arts and manufactures." The college was to be governed by a large and varied board of trustees, with the Governor of the State an *ex-officio* member and president of the board. A faculty was provided for and empowered with the approbation of the trustees, "to grant degrees in the liberal Arts and Sciences."<sup>143</sup> During the ensuing summer a building was obtained at the southwest corner of West Penn Square and Market Street in Philadelphia, and plans were matured for the institution's organization.<sup>144</sup> On November 7, 1853, the college opened its doors for instruction.<sup>145</sup>

Conceived and brought into being largely through the efforts of Dr. Alfred Kennedy, who spent the years between 1850 and 1852 studying at the principal colleges and laboratories of Europe, the Polytechnic College of the State of Pennsylvania was "not a mere literary college," but one in which students were to be "instructed professionally, preparatory to entrance upon active, lucrative and honorable business." In this connection it was maintained that "Professional Miners, Engineers, and Directors of farms and factories, have not as yet existed as a class in this country." The college's avowed function was to train and develop such a class.<sup>146</sup>

Five courses of study, each two years in length, were offered in civil engineering, mechanical engineering, mining engineering, chemistry and agriculture. Admission to any of them depended upon the passing of an examination "in the English branches, including Plane Geometry, and Algebra to Simple Equations." Candidates who held the degree of Bachelor of Arts were permitted to enter the first course of the second year. A "Certificate of Capacity" was to be awarded to any student who successfully completed any of the two-year courses. However, the college recommended "to gentlemen whose time will admit, to pursue a three years' course; which will give opportunity to attend

<sup>142</sup> *Pennsylvania School Journal*, II (December, 1853), 166; Polytechnic College, *Second Annual Announcement* (1854-55), 5. The Polytechnic College's announcements and catalogues are in the Historical Society of Pennsylvania.

<sup>143</sup> Act of April 5, 1853, Pennsylvania, *Laws, 1853*, p. 304.

<sup>144</sup> *Pennsylvania School Journal*, II (July, 1853), 8-9.

<sup>145</sup> *Ibid.*, II (April, 1854), 312; Edward M. Fee, *The Origin and Growth of Vocational Industrial Education in Philadelphia to 1917* (Philadelphia, 1938), 127.

<sup>146</sup> Polytechnic College, *Historical Record . . . , 1853-1890* (Philadelphia, 1890), 3 ff., Historical Society of Pennsylvania; *Second Annual Announcement* (1854-55), 5 ff.

all the lectures and practical instruction in all the departments, including one or more of the modern languages and entitles the students, after examination, to the Diploma of the College, and the degree of Bachelor of Industrial Arts."<sup>147</sup> Since the courses of instruction were quite similar, and since the one in mining engineering appears to be the first graded program of studies ever offered in that field, not only in Pennsylvania but in the country at large, we shall record it here precisely as it appeared in the college announcement.

### Mining Engineering Course

#### First Year.

Mathematics,  
General Chemistry,  
General Physics,  
General Mechanics,  
Mineralogy,  
Geology.

#### Second Year.

Mining Engineering,  
Applied Mechanics,  
Metallurgy,  
Industrial Physics,  
Drawing,  
Mineral Analysis.<sup>148</sup>

At the first commencement of the college held June 20, 1855, one student was graduated with the "Certificate of Proficiency in Civil Engineering." Similar certificates of proficiency were granted to students the following year, in chemistry, in mechanical engineering, and in civil engineering.<sup>149</sup> In 1857, the first diplomas or certificates in mining engineering were awarded to two candidates.<sup>150</sup> However, at the commencement of 1858 the college adopted the policy of conferring degrees rather than certificates upon the graduates of its two-year courses. Consequently, at the commencement held July 2, 1858, the degrees Bachelor of Civil Engineering and Bachelor of Mine Engineering were conferred upon three successful students.<sup>151</sup>

Although a department or school of agriculture had been announced from the outset, its instruction, from want of farming facilities, was almost wholly theoretical. In recognition of this fact, the college stated: "This instruction is not designed to supersede practice in farming operations. The means of reaching and leaving the City are so multiplied and rapid, that students who require to inspect and participate in the daily duties of the Farm, can do so under intelligent

<sup>147</sup> Polytechnic College, *Second Annual Announcement* (1854-55), 10-11, 15.

<sup>148</sup> *Ibid.*, 14.

<sup>149</sup> Polytechnic College, *Third Annual Announcement* (1855-56), 15; *Pennsylvania School Journal*, V (September, 1856), 69-70.

<sup>150</sup> *Ibid.*, VI (September, 1857), 72.

<sup>151</sup> Polytechnic College, *Sixth Annual Announcement* (1858-59), 15.



agriculturists in the neighborhood of Philadelphia, without serious interference with College studies."<sup>152</sup> However, the unsatisfactory nature of such an arrangement was acknowledged in 1858 when the institution announced that "A Model Farm, convenient to the city, will be connected with this department as soon as arrangements now in progress shall have been completed."<sup>153</sup> This, apparently, was never brought to consummation. The last extant announcement of the college, 1862-63, while still envisioning the possibility of the acquisition of a model farm, nevertheless characterized "The Agricultural School" as only "partially organized."<sup>154</sup> By 1877 the course in agriculture had disappeared from the college curriculum.<sup>155</sup>

If initial progress could portend success, then the Polytechnic College of the State of Pennsylvania should have enjoyed long and continued life. Five years after the institution had opened its doors, the president of the faculty, Dr. Kennedy, stated:

It was a melancholy truth, revealed by the tables of mortality, that half of mankind die before they attain the age of five years—and equally true and melancholy was it of Colleges. They, too, had the maladies of infancy and childhood. Their eruptive fevers, when the pulse was dangerously high; their convulsions, when they gasped and struggled as in the last agony; their anemia, or poverty of the vital fluid! The last being by far the most fatal. The Polytechnic College had come out of all these diseases, and grown strong.<sup>156</sup>

Progress was manifested in providing a "Scientific School" offering a course in general science for those who did not wish to pursue the technical or professional studies in one of the industrial arts. Further growth was reflected in the establishment of "The Architectural School" leading to the degree of "Bachelor of Architecture," in 1860-61.<sup>157</sup> The legislature assisted the institution financially (1867) by appropriating \$5,000 to the Polytechnic College "for the purpose of establishing . . . five state scholarships."<sup>158</sup>

But the ills attending "anemia, or poverty of the vital fluid" were not so easily allayed as Dr. Kennedy had proclaimed in 1858. This was

<sup>152</sup> Polytechnic College, *Second Annual Announcement* (1854-55), 14.

<sup>153</sup> Polytechnic College, *Sixth Annual Announcement* (1858-59), 10.

<sup>154</sup> Polytechnic College, *Tenth Annual Announcement* (1862-63), 16.

<sup>155</sup> *USRCE*, 1877, p. 219.

<sup>156</sup> *Pennsylvania School Journal*, VII (October, 1858), 115.

<sup>157</sup> Polytechnic College, *Eighth Annual Announcement* (1860-61), 9; *Ninth Annual Announcement* (1861-62), 15.

<sup>158</sup> Act of April 11, 1867, Pennsylvania, *Laws*, 1867, p. 18.

partially reflected in the trustees' requesting and obtaining an act of legislature (1872) permitting them to borrow money, to be secured by bond and mortgage, in amounts not to exceed \$50,000 at any one time.<sup>159</sup> Though the college continued to function during the decade of the seventies and to graduate students, its fortunes had so declined that in 1881 the United States Commissioner of Education reported, albeit erroneously, that the "Polytechnic College of the State of Pennsylvania, Philadelphia, Pa. . . . [is] closed."<sup>160</sup> Despite Dr. Kennedy's sinking "the whole of his personal means" into the enterprise, the institution, now bereft of funds and without endowment, admitted its last two students in 1890 but did not survive long enough to graduate them.<sup>161</sup>

The lack of an educational institution devoted to advancing the science of agriculture led the Pennsylvania State Agricultural Society at its second annual meeting held January 18, 1853, to issue a call for a convention "to adopt measures for the establishment of an Agricultural Institution, to be styled, 'The Farmers High School of Pennsylvania,' with a model farm attached thereto." Convinced of its efficacy, the convention approved the recommendation to establish a school for farmers (March 8, 1853), and appointed a committee to obtain a charter from the legislature.<sup>162</sup> An act of incorporation was secured (1854) envisioning the founding of an institution to be known as "The Farmers' High School of Pennsylvania."

However, the charter contained a provision which proved to be self-defeating. It invested the control of the contemplated school in a body of sixty trustees composed of the presidents of the county agricultural societies, and the president and vice-president of the State Agricultural Society. The presence of thirteen members of the board was required to constitute a quorum.<sup>163</sup> Failure to organize such a large and unwieldy group, or to gather the necessary quorum, impelled the State Agricultural Society in 1855 to apply for a new act

<sup>159</sup> Act of March 5, 1872, *ibid.*, 1872, p. 204.

<sup>160</sup> *USRCE*, 1873, pp. 720-21; *ibid.*, 1876, pp. 768-69; *ibid.*, 1881, p. 619; *Pennsylvania School Journal*, XXVI (November, 1877), 175; XXVI (July, 1878), 28.

<sup>161</sup> Polytechnic College, *Historical Record*, 5, 95, 127.

<sup>162</sup> Evan Pugh, *A Succinct History of Agricultural Education . . . , Together with the Circumstances of the Origin, Rise and Progress of The Agricultural College of Pennsylvania* (College Park, 1862), 15 ff.; Dunaway, *Pennsylvania State College*, 5.

<sup>163</sup> Act of April 13, 1854, *Pennsylvania, Laws, 1854*, p. 342.

of incorporation eliminating the undesirable feature.<sup>164</sup> This was accomplished in the same year.

The charter of 1855 created a board of thirteen trustees, four of whom, "the Governor, Secretary of the Commonwealth, the President of the Pennsylvania State Agricultural Society, and the Principal of the Institution," were to be *ex-officio* members, and the remaining nine were to be elected periodically "by the votes of the members of the Executive Committee of the Pennsylvania State Agricultural Society, and the votes of three representatives duly chosen by each County Agricultural Society in this Commonwealth." Further, the trustees were to "enjoy and exercise all such powers, authorities and jurisdiction as are customary in the Colleges within this Commonwealth." They were empowered to choose a "Principal . . . who with such scientific attainment and capacity to teach as the Board shall deem necessary, shall be a good practical farmer," and a faculty qualified to impart to students "a knowledge of the English language, Grammar, Geography, History, Mathematics, Chemistry, and such other branches of the natural and exact sciences, as will conduce to the proper education of a Farmer . . . it being the design and intention of this act to establish an Institution in which youth may be educated, so as to fit them for the occupation of a Farmer." Provision was made for financing the proposed institution by declaring it "lawful for the Pennsylvania State Agricultural Society to appropriate . . . a sum not exceeding ten thousand dollars . . . and to make such further appropriations annually, out of their funds, as will aid in the prosecution of this object."<sup>165</sup>

Possessed now of a manageable body, the trustees held their first meeting in June, 1855, organized themselves by electing their officers, and began the consideration of propositions from various groups and individuals offering inducements of land and money to locate the school in their respective counties. After considerable debate concerning the merits of the many offers they had received, the trustees decided to accept the one emanating from the "Citizens of Centre & Huntingdon Counties" guaranteeing two hundred acres of land from General James Irvin, and the raising of a subscription of \$10,000.<sup>166</sup> This initial boon was augmented by a contribution (1856) of \$10,000

<sup>164</sup> Pugh, *Agricultural College*, 17 ff.; Dunaway, *Pennsylvania State College*, 6.

<sup>165</sup> Act of February 22, 1855, Pennsylvania, *Laws, 1855*, p. 46.

<sup>166</sup> Farmers' High School, Minutes of Trustees, I, June 14, September 12, 1855, pp. 1-2, 10-12. Minutes and catalogues are in President's Office, Pennsylvania State University, University Park, Pennsylvania.

from the Pennsylvania State Agricultural Society. At the same time committees were appointed to solicit the legislature for an appropriation of \$50,000, and to contract for the construction of the college buildings, the plans for which had already been approved.<sup>167</sup> On May 12, 1856, a contract was negotiated for the erection of the buildings for the sum of \$55,000; and the following year the legislature appropriated \$50,000 to the Farmers' High School, \$25,000 of which was payable immediately in view of the institution's having already obtained a like sum, and \$25,000 more was to be paid subsequently on condition that the school raise a similar amount.<sup>168</sup>

Despite these encouraging signs, the institution failed to escape the hardships accompanying the trauma of birth. The financial panic of 1857, the business depression which followed, and the failure of crops in some of the counties of the State, not only made it impossible to redeem many of the pledges of financial aid formerly promised, but virtually put a stop to the raising of additional subscriptions.<sup>169</sup> This situation was further aggravated by the patent inability of the builders to fulfill their contracts. It was now apparent that the costs of construction would come closer to \$100,000, than to the \$55,000 originally estimated.<sup>170</sup> When failure seemed unavoidable the State again came to the aid of the faltering institution. An act was passed (1861) appropriating \$49,900 to the Farmers' High School for the purpose of completing the college buildings.<sup>171</sup> With the State's acceptance of the Morrill Land Grant Act of 1862, and its designation of the Agricultural College of Pennsylvania as the recipient of the benefits of that act,<sup>172</sup> the financial future of the college seemed assured.

Even during this trying period of financial distress the trustees had been concerning themselves with the organizational and curriculum problems preliminary to the initiation of instruction. Efforts were made in 1855 to secure a principal.<sup>173</sup> Requirements for admission

<sup>167</sup> *Ibid.*, January 4, 1856, pp. 15 ff., 17.

<sup>168</sup> Pugh, *Agricultural College*, 28; Act of May 20, 1857, Pennsylvania, *Laws*, 1857, p. 617.

<sup>169</sup> Dunaway, *Pennsylvania State College*, 19-20; Farmers' High School, Minutes of Trustees, 1, December 8, 1858, pp. 31 ff.; September 7, 1859, pp. 35-36.

<sup>170</sup> Pugh, *Agricultural College*, 35 ff.

<sup>171</sup> Act of April 10, 1861, Pennsylvania, *Laws*, 1861, p. 392.

<sup>172</sup> Certified copy of decree of Court of Quarter Sessions, May 1, 1862, Prothonotary's Office, Centre County Courthouse, Bellefonte, changing the name of the Farmers' High School of Pennsylvania to "The Agricultural College of Pennsylvania"; Act of April 1, 1863, Pennsylvania, *Laws*, 1863, p. 213.

<sup>173</sup> Farmers' High School, Minutes of Trustees, 1, September 12, 1855, pp. 12-13; January 4, 1856, p. 15.



were formulated stipulating that applicants must be sixteen years of age; that they be qualified "by possessing at least a good knowledge of reading, Writing, Geography, Arithmetic and Grammar, and an acquaintance with the elements of Natural Philosophy, Geometry and Algebra"; that they be of good moral character and habits; and that they pledge themselves to observe the rules and regulations of the institution, among which were the following: "All students will be required to perform every description of labour necessary at the institution, whether on the farm, in the Shops, or at or about the College buildings, and three hours of active labour may be required each day, but no more unless of some special exigency."<sup>174</sup> At the same time the business committee was instructed to employ "Professors and Teachers and . . . purchase . . . all necessary Furniture for the rooms of Students with power to act definitely on those Subjects and all others necessary to put the School into operation by the 16th February 1859."<sup>175</sup>

The school was opened on the day scheduled with sixty-nine students in attendance and pursuing the following four-year course of instruction in agriculture:

First Year.—Arithmetic, Elementary Algebra, General Chemistry, Botany, Elementary Anatomy and Physiology, Geography and Elementary Anatomy, English Grammar and Composition, Elocution, History, Practical Agriculture and the details of management on the College Farm.

Second Year.—Advanced Algebra and Geometry, Agricultural Chemistry, Vegetable Anatomy and Physiology, Zoology and Veterinary, Geology, Paleontology, Physical Geography, Practical Agriculture and Horticulture, Logic and Rhetoric.

Third Year.—Surveying, Levelling, Drafting, the use of instruments, Analytical Geometry, Elementary Calculus, Natural Philosophy, Qualitative Chemical Analysis, Veterinary Surgery, Entomology, Agricultural Botany, Practical Agriculture and Pomology, Political and Social Economy.

Fourth Year.—Analytical Geometry, Differential and Integral Calculus, Engineering, Drafting, Mechanical Drawing, Quantitative Analysis, Veterinary Pharmacy, Gardening, Agricultural accounts and farm management, Moral and Intellectual Philosophy.<sup>176</sup>

<sup>174</sup> *Ibid.*, June 16, December 8, 1858, pp. 26-27, 30-31.

<sup>175</sup> *Ibid.*, 30.

<sup>176</sup> Pugh, *Agricultural College*, 37; *Farmers' High School, Catalogue* (1859), 23-24.

Three years after instruction had commenced the first class consisting of eleven members was graduated with the degree of Bachelor of Scientific Agriculture.<sup>177</sup> Writing in 1862, Dr. Evan Pugh, president of the Farmers' High School, stated of this course of study and the students who pursued it:

This was . . . the first class that graduated at an Agricultural College in the United States, and they graduated upon a higher scientific educational standard than is required at any other Agricultural College in the world. They had completed their course in three years, owing to their having entered the third class the first year.

Moreover, he maintained, "the school, on being organized, adopted a course of instruction in mathematics and the natural sciences, more extensive than that in any *Agricultural College* of Europe, and a correspondingly longer time devoted to study was required for graduating." He maintained that the institution "had been upon a collegiate basis from the beginning, and the Trustees only awaited the time in which they would be able to complete its buildings, to change its name."<sup>178</sup>

Changes in curriculum took place gradually and were influenced somewhat by the requirements of the Morrill Act. Thus military drill and tactics were introduced in 1864.<sup>179</sup> But the first major change in the program of studies took place in 1866 with the inauguration of a separate course in general science leading to the Bachelor of Science degree.<sup>180</sup> When the college became possessed of the landscrip granted by Congress to the State of Pennsylvania (1867) the trustees announced that they would "adopt the requisite measures to make the College, in all essential points, fully respond to the object and requirements of the Act of Congress." Consequently courses were instituted in "Mechanical and Civil Engineering," and in "Metallurgy, Mineralogy and Mining."<sup>181</sup> However, the latter were only temporary in nature, for they disappear from subsequent college catalogues.

The change in name to Pennsylvania State College in 1874<sup>182</sup> did not significantly affect the courses of study. It was not until 1881 that

<sup>177</sup> *Ibid.* (1861), 7.

<sup>178</sup> Pugh, *Agricultural College*, 43-44.

<sup>179</sup> Agricultural College of Pennsylvania, Minutes of Trustees, I, October 27, 1864, p. 58.

<sup>180</sup> *Ibid.*, February 5, 1866, p. 67; *Catalogue* (1866), 11.

<sup>181</sup> Agricultural College, *Circular* (June 24, 1867), 8; Minutes of Trustees, I, May 23, 1867, p. 93; *Catalogue* (1867), 11-13.

<sup>182</sup> Centre County, Miscellaneous Book, "E", 20 (January 26, 1874), Courthouse, Bellefonte.

a distinct department of engineering was established.<sup>183</sup> This was followed (1882) by the introduction of new "technical courses" in "Natural History," and "Chemistry and Physics." In 1884 a three-year mechanic arts course was announced for those who "have had the ordinary common school education." Two years later the trustees resolved to re-institute the course in mechanical engineering previously announced in 1867.<sup>184</sup> The twentieth century witnessed the establishment of additional courses and departments in forestry (1907), sanitary engineering (1907), home economics (1908), and commerce (1913).<sup>185</sup> So varied and extensive had the offerings of the college become by the mid-twentieth century that the trustees felt justified in advancing its status in name as well. Consequently, in 1953, by decree of the Court of Common Pleas of Centre County, Pennsylvania State College became Pennsylvania State University.<sup>186</sup>

During the two decades beginning with 1860, a number of technical institutions were incorporated, many with the power to confer degrees, but whose life according to available evidence scarcely extended beyond the chartering stage. Penn City Chemical College, founded in 1860, had as its purpose "the advancement of science and the benefit of agriculture";<sup>187</sup> but never opened its doors for instruction. Four years later (1864) the Philadelphia Chemical College, created by an act of legislature, was empowered "to establish such professorships as may seem to them requisite to carry out the purpose of this corporation." In 1865 the institution was relieved of the necessity of paying a tax on its capital stock.<sup>188</sup> However, the records of history are silent as to the college's subsequent fate.

A most ambitious instructional program was outlined for the Nautical and Engineering College of Philadelphia, chartered in 1867. According to the act of incorporation, the college was to have

the power to teach all the branches of learning necessary for the various duties of draughtsmen, architects, chemists, geologists, agriculturists, mining, mechanical, civil, military and naval

<sup>183</sup> Pennsylvania State College, Minutes of Trustees, I, June 29, 1881, p. 241.

<sup>184</sup> Pennsylvania State College, *Catalogue* (1881-82), 45 ff.; (1883-84), 31-32, 56; Minutes of Trustees, I, June 30, 1886, p. 297.

<sup>185</sup> Pennsylvania State College, *Catalogue* (1906-1907), 75-76, 140; (1907-1908), 51-53; (1912-13), 228.

<sup>186</sup> Centre County, Miscellaneous Book, No. 49, p. 275 (November 13, 1953), Courthouse, Bellefonte.

<sup>187</sup> Act of March 21, 1860, Pennsylvania, *Laws, 1860*, p. 248.

<sup>188</sup> Act of May 6, 1864, *ibid.*, 1864, p. 859; Act of March 21, 1865, *ibid.*, 1866, p. 1173.

engineers, astronomers, navigators, pilots, land and coast surveyors, phonographers, telegraphers, bank note detectors, gaugers, penman, conveyancers, book-keepers, &c., and to impart instruction in such other branches of scientific and literary knowledge as may be deemed expedient.

Moreover, the school was empowered "to confer the degree of draughtsman, architect, chemist, geologist, agriculturist, mining, mechanical, civil, military and naval engineer, bachelor of science, astronomer, navigator, pilot, land and coast surveyor, gauger, phonographer, telegrapher, bank note detector, conveyancer, or scrivener, penman, master of accounts &c., and all other degrees of merit."<sup>189</sup> Research has failed to reveal whether the college was overcome by the sheer weight of its curriculum burden, or the lack of means to ignite the spark of beginning life. In any event, it failed to materialize.

Similar fates befell other projected institutions. Among these may be cited the United States Chemical and Metallurgical College, chartered by the legislature in 1868, and invested with the right of establishing professorships and granting diplomas.<sup>190</sup> This was followed in 1871 by the incorporation of the College of Mines for the purpose of educating and conferring degrees upon "chemists, geologists, mineralogists, pharmacists, metallurgists, et cetera."<sup>191</sup> Finally, the Court of Common Pleas of Allegheny County granted a charter (1879) to a group of individuals hopeful of establishing a school to be called "The Polytechnic Institute of Western Pennsylvania," for the purpose of "encouraging and promoting the study of Literature, Ancient and Modern Languages and the various sciences and arts," and with the "power to confer Degrees and grant Diplomas and Certificates of Scholarship, similar to those granted by the officers of other institutions of learning."<sup>192</sup>

An enterprise of a more successful nature was the "Polytechnic College, for the education of youth, by the name, style and title of the Lehigh University," chartered by the legislature in 1886.<sup>193</sup> Since considerable space has already been devoted to an account of its founding and the liberal arts aspect of its curriculum, we shall be concerned here only with the university's offerings in science and technology. As

<sup>189</sup> Act of April 12, 1867, *ibid.*, 1867, p. 1159.

<sup>190</sup> Act of April 4, 1868, *ibid.*, 1868, p. 676.

<sup>191</sup> Act of June 2, 1871, *ibid.*, 1871, p. 1320.

<sup>192</sup> Allegheny County, Charter Book, No. 6, p. 197 (July 12, 1879), Courthouse, Pittsburgh.

<sup>193</sup> Act of February 9, 1866, Pennsylvania, *Laws*, 1866, p. 23.



has already been noted, the university was organized into five schools, including general literature, civil engineering, mechanical engineering, mining and metallurgy, and analytical chemistry. Admission to the technical departments was contingent upon the successful completion of the first two years of the liberal arts program.<sup>194</sup> The limitations of space preclude a detailed presentation of the four technical programs; consequently only the course in analytical chemistry will be outlined here, those in civil engineering, mechanical engineering, and mining having already been discussed in connection with the curriculum offerings of other schools.

#### School of Analytical Chemistry

*Junior Schoolmen.* *Mechanics*—Peck's. *Qualitative Analysis*—(Fresenius), English translation. Use of the blow-pipe (Plattner). Use of the spectroscope. General Chemistry, (Miller's Inorganic). Lectures by the Professors, and constant practice in the Laboratory. *Physics*—Lectures on Chemical Physics. *Geology*—The same course as in the School of Mining. *Mineralogy*—Dana's, and lectures with access to Cabinet.

*Senior Schoolmen.* *Quantitative Analysis*—(Fresenius). Stoichiometry (Rammelsberg).—Specific Gravity of solids and liquids. Miller's organic chemistry. *Organic Analysis*—(Liebig). Specific gravity of vapors and gases. Volumetric analysis (Mohr). Quantitative blow-pipe analysis, (Plattner). Chemistry applied to the arts (Knapp) in common. Lectures on Chemical Physics. Metallurgical and Technical analysis and assaying; (Bodemann's *Probirkunst*). Dialysis. Bunsen's Gas Analysis. Chemistry applied to agriculture and the arts; methods of analysing soils. *Christian Evidences*—Lectures by the Professor.<sup>195</sup>

Three years after the initiation of formal instruction (1869), the three men who comprised the first graduating class were granted degrees corresponding to the courses they pursued in the technical schools: one graduate received the degree of A.C. (Analytical Chemist), one the degree of M.E. (Mechanical Engineer), and the third, the degree of C.E. (Civil Engineer).<sup>196</sup> Gradually, the technical curriculum was expanded to comprehend new courses. In 1878 a four-year program in general science was introduced leading to the degree of Bachelor of Science. This was followed by a Latin scientific course in 1883. Five years later (1888) electrical engineering was added with the degree of Electrical Engineer conferred upon the successful

<sup>194</sup> *Supra*, 188; Lehigh University, *Catalogue* (1866), 9-10.

<sup>195</sup> *Ibid.*, 22-23.

<sup>196</sup> *Ibid.* (1877-78), 45-46.

candidate. A short-lived course in architecture was announced in 1890, only to disappear after 1897.<sup>197</sup>

At the opening of the twentieth century a new course in "Electrometallurgy" leading to the degree of Electrometallurgist (El. Met.) was introduced. The following year (1903) four-year courses in chemical engineering and geology appeared in the catalogue, for which the degrees of Chemical Engineer and Bachelor of Science, respectively, were offered. A course in marine engineering announced in 1904 was discontinued in 1906. In 1910 a four-year program in business administration was offered. This was followed, sixteen years later, by an industrial engineering curriculum leading to the degree of Bachelor of Science in Industrial Engineering.<sup>198</sup>

Drexel Institute of Technology, like Lehigh University, owes its origins to the beneficence of an individual, Anthony J. Drexel. Intent upon establishing "an industrial school, which shall afford to persons of both sexes, on equal terms, opportunities for education and improvement in Art, Science, and Industry," Mr. and Mrs. Drexel deeded a property, estimated in value at about \$600,000 to a group of five trustees (1891) who were charged with the responsibility of carrying out the terms of the trust.<sup>199</sup> Later in the same year, Mr. Drexel transferred to the same trustees securities in the amount of \$1,000,000 as an endowment for the Drexel Institute of Art, Science and Industry. In all, his total gift to the institute was in excess of \$3,000,000.<sup>200</sup>

Since the deed of trust of October 17, 1891, provided for a "Board of Managers, who shall be intrusted with the conduct and supervision of the affairs of the Institute, and with promoting their practical working," such a board was constituted and held its first meeting December 7, 1891.<sup>201</sup> One of the board's first acts was to elect "Prof. James

<sup>197</sup> *Ibid.* (1877-78), 11, 14-17; (1882-83), 26-29; (1887-88), 69-70; (1889-90), 97-100; (1897-98), 220.

<sup>198</sup> *Ibid.* (1901-1902), 82-83; (1902-1903), 97 ff.; (1903-1904), 90-91; (1905-1906), 262; (1909-10), 101-105; (1925-26), 87-88.

<sup>199</sup> Philadelphia County, Deed Book TG, No. 117, p. 52 (October 17, 1891), City Hall, Philadelphia.

<sup>200</sup> Drexel Institute, *Deed of Trust, Charter of Incorporation, Membership, Board of Trustees, By-Laws, Standing Committees, Advisory Board of Women, List of Departments* (Philadelphia, October, 1894), 20 ff.; Fee, *Vocational Industrial Education*, 129; Edward D. McDonald and Edward M. Hinton, *Drexel Institute of Technology 1891-1941: A Memorial History* (Philadelphia, 1942), 20.

<sup>201</sup> Philadelphia County, Deed Book TG, No. 117, p. 52 (October 17, 1891); Drexel Institute, *Minutes of Managers*, I, December 7, 1891. The minutes of managers and trustees of Drexel Institute are in the Secretary's Office, Drexel & Co., Philadelphia; the minutes of faculty are in the Registrar's Office, Drexel Institute; other documents are in the Library.

McAlister, LL.D.," superintendent of the Philadelphia public schools, as president of Drexel Institute.<sup>202</sup> No more than a month after this initial meeting, President McAlister reported that "The Institute was opened January 4th for the purpose of receiving applications for admission. About 500 applicants applied, of which number 300 have been registered conditionally."<sup>203</sup> In February, 1892, classes were organized and instruction initiated in "Chemistry, Cookery, Dress-making, [and] Millinery." So rapid was the increase in enrollment that by the close of the year there were 830 students attending day courses, and 663 in the evening classes.<sup>204</sup>

Drexel Institute held its first commencement exercises, or rather series of commencement exercises, in June, 1893. On June 1, 1893, seven graduates of the "Normal Class in Cookery" received diplomas. Certificates and diplomas were awarded on June 9, to members of the "Library Class." These were to be followed on June 14 by exercises for the graduates in dressmaking and millinery, and by a commencement on June 15 for successful candidates in the "Commercial Course" and "in the course of Stenography and Typewriting."<sup>205</sup> The courses completed by the graduates of 1893 were by no means the only ones which the school offered. In a preliminary circular of information issued in 1891, the institute envisioned the following departments in addition to the library and museum:

I. The Art Department. II. The Scientific Department. III. The Department of Mechanic Arts. IV. The Department of Domestic Economy. V. The Technical Department. VI. The Business Department. VII. The Department of Physical Training. VIII. The Normal Department for the Training of Teachers. IX. The Department of Lectures and Evening Classes.<sup>206</sup>

By 1893, all of these plus "The Department of Domestic Economy" (a department distinct from "The Department of Domestic Science") had been organized and were functioning.<sup>207</sup>

<sup>202</sup> Drexel Institute, Minutes of Managers, I, December 7, 1891; McDonald and Hinton, *Drexel Institute*, 33.

<sup>203</sup> Drexel Institute, Minutes of Managers, I, January 12, 1892.

<sup>204</sup> *Ibid.*, February 9, December 13, 1892.

<sup>205</sup> *Ibid.*, June 13, 1893.

<sup>206</sup> Drexel Institute, *Preliminary Circular of Information* (1891), 13.

<sup>207</sup> Drexel Institute, *Information for Visitors* (1893), 4-5.

This curriculum, however, was not of collegiate grade. Neither the founder in his original deed of trust nor the trustees in the charter which they obtained in 1894<sup>208</sup> envisioned its eventual elevation to the status of a college. Both instruments declare the purpose to be the "maintaining of an industrial school"; and the original charter contains no provision for the granting of degrees, despite the fact that the institution was eminently capable of meeting the requirements of the College and University Council, at least with respect to productive endowment. The school was something of an anomaly in the educational world. Writing in 1900, President McAlister said in this connection:

The fact is that such institutions as the Pratt and the Drexel have not yet found their right place in the educational economy of the country, and it is not easy to define just what that position should be. In the Drexel, the work undertaken includes instruction and training in some branches of both secondary and college rank. Some of it is well-organized academic instruction, and a good deal of the scientific and technical education is higher than in some so-called colleges and universities.<sup>209</sup>

Consideration was given in 1905 to the question of obtaining degree-granting powers, and a committee was appointed to explore the possibility. However, as a subsequent minute noted: "The report was voluminous, entered into all researches, and proved conclusively that the Drexel Institute could not be placed in the position of granting degrees to its graduates, unless there were radical changes, especially as to the length of courses of instruction."<sup>210</sup> Consequently, it was not until 1913 that the attention of the trustees was again turned in the direction of securing the right "of granting degrees in Science and Engineering."<sup>211</sup> The petition for charter amendment was approved by the College and University Council, and the Court of Common Pleas of Philadelphia issued a final decree (1914) empowering Drexel

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<sup>208</sup> Philadelphia County, Charter Book, No. 19, p. 528 (March 24, 1894), City Hall, Philadelphia.

<sup>209</sup> James MacAlister to Edward S. Martin, January 5, 1900.

<sup>210</sup> The charter of 1894 supplanted the board of managers with a self-perpetuating board of trustees. Drexel Institute, Minutes of Trustees, II, April 6, 20, 1905.

<sup>211</sup> *Ibid.*, III, November 21, December 18, 1913, pp. 58, 61.



Institute of Art, Science and Industry to confer the degree of "Bachelor of Science in Engineering."<sup>212</sup>

The institution's change in status was accompanied by a reorganization of the curriculum. Departments were eliminated and others consolidated into three schools:

The Engineering School, offering four years work of college grade for men, and three years work of technical high-school grade for boys; the School of Domestic Science and Arts, offering two years work of college grade for women, three years work of vocational high-school grade for girls, and a one-year housekeepers course; and the Secretarial School, offering one or two years work of college grade for men and women.<sup>213</sup>

In 1916 the secretarial course was expanded to embrace four years of college work, and Drexel Institute, according to the faculty, became the fifth institution in the United States to offer a degree for such a course.<sup>214</sup> By 1919 the institute announced that the Bachelor of Science in Domestic Science would be conferred upon the successful completion of the senior college course of four years.<sup>215</sup>

New curriculums were introduced and old ones revived. The library school was reinstated in 1922.<sup>216</sup> A course in chemical engineering was authorized the following year. At the same time a program in commercial engineering was adopted.<sup>217</sup> More recently, a course in metallurgical engineering was introduced.<sup>218</sup> In fact, the institute had so far advanced from the days of its origins that before the close of the first half of the twentieth century the trustees upon the recommenda-

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<sup>212</sup> Philadelphia County, Charter Book, No. 50, p. 428 (June 10, 1914), City Hall, Philadelphia. Subsequent amendments were obtained to the charter, eventually permitting the institution to grant in course the degrees of Bachelor and Master of Science in secretarial studies, commerce, home economics, library science, and civil, electrical, mechanical, chemical, and metallurgical engineering; to grant honorary degrees; and to change its name to Drexel Institute of Technology. Charter Book, No. 58, p. 207 (October 12, 1917); No. 97, p. 149 (June 6, 1927); No. 114, p. 390 (May 13, 1931); No. 127, p. 525 (March 30, 1936).

<sup>213</sup> Drexel Institute, *General Circular* (1914-15), 11-12; Minutes of Trustees, III, October 21, 1915, p. 13.

<sup>214</sup> Drexel Institute, *Register* (1915-16), 6; Minutes of Faculty, November 13, 1917.

<sup>215</sup> Drexel Institute, *Register* (1918-19), 61.

<sup>216</sup> Drexel Institute, Minutes of Trustees, IV, April 20, May 18, 1922, pp. 121, 126; V, September 21, 1923.

<sup>217</sup> *Ibid.*, V, January 31, February 15, 1923.

<sup>218</sup> *Ibid.*, July 19, 1923, March 20, 1924; *Catalogue* (1925-26), 78; *President's Report* (1945-47), 9.

tion of the faculty agreed to offer graduate courses in "each college of the Institute."<sup>219</sup>

As the nineteenth century waned a new institution called "The National Farm School" was chartered by the Court of Common Pleas of Philadelphia (1896) for "the training of youth into becoming scientific and practical agriculturists."<sup>220</sup> Founded by Rabbi Joseph Krauskopf, who drew his inspiration from conferences with Count Leo Tolstoy in Russia, the school while "strictly non-sectarian, and free to all, from all sections of the country," was "intended to encourage especially Jewish lads to follow the most honorable, the most useful, and the most independent of all callings—that of agriculture."<sup>221</sup> In answer to the question: "Why not send our students to the State Agricultural Colleges?" the progenitors replied,

The students in the State Agricultural Colleges, have, with but few exceptions been farmer boys. They come prepared with a certain amount of practical knowledge. Our students are young men who have been taken from urban pursuits. Many of them have never lived upon a farm. Consequently, the end to be attained by us requires the maintenance of an Institution such as the National Farm School, where farming is taught from the beginning.<sup>222</sup>

Fortified by a farm consisting of "122 acres, and all the Farm Buildings, and the New School House and Dormitory," unencumbered by mortgage or debt, and having the contributions of subscribers from foreign lands as well as the states of the union, the National Farm School opened its doors for instruction, October 19, 1897.<sup>223</sup> Students who were between the ages of fifteen and nineteen, and had completed the equivalent of a grammar school education, were eligible to matriculate and to pursue a four-year program of studies characteristic

<sup>219</sup> Drexel Institute, Minutes of Faculty, March 11, 1947; Minutes of Trustees, March 20, 1947, p. 5.

<sup>220</sup> Philadelphia County, Charter Book, No. 21, p. 588 (May 2, 1896), City Hall, Philadelphia.

<sup>221</sup> National Farm School, Catalogue (1898), 4; Donald M. Myer, "Report on the National Agricultural College" (unpublished manuscript), 1; *The Consecration of the National Farm School, Sunday, June 20, 1897* (Philadelphia, 1897), 8. All the primary manuscript and printed materials, as well as the Myer "Report," are in the Secretary's Office, Delaware Valley College of Science and Agriculture (formerly National Agricultural College), Doylestown, Pennsylvania.

<sup>222</sup> National Farm School, *Catalogue* (1899), 9.

<sup>223</sup> *Consecration of the National Farm School*, 11-12; *Catalogue* (1899), 16.

of a secondary school.<sup>224</sup> Eight such students received the diploma of the institution at the first commencement held June 26, 1901.<sup>225</sup>

For almost half a century the school persisted in its original design. In 1945 a change occurred when the trustees adopted a report of their planning committee which maintained "That the National Farm School has a definite place in the educational and agricultural field of farm leadership, if its standards are raised by limiting admission to high school graduates and a three-year junior college course is established, including instruction in theoretical and practical agriculture, farm economics and management."<sup>226</sup> Measures were taken to secure the necessary laboratory equipment, to obtain a president, and to enlarge the faculty in accordance with the new requirements of the institution.<sup>227</sup> So rapid and effective was the work of the trustees in advancing the movement towards a junior college, that scarcely five months elapsed from the moment steps were taken to implement the decision of January 17, 1946, that the State Council of Education (May 3, 1946) extended probationary approval to the National Farm School as a junior college for the academic year 1946-47. This recognition was continued to embrace the 1947-48 school year.<sup>228</sup>

Feeling that three years were insufficient to present adequately the science of agriculture, the trustees decided to explore the possibility of elevating the institution to a four-year senior college.<sup>229</sup> Again the decision was translated into rapid action. On May 7, 1948, the State Council of Education gave its approval, and the Court of Common Pleas of Philadelphia issued its final decree in June of the same year, changing the name to the National Agricultural College, and empowering the institution to confer the degrees "of Bachelor of Science, in animal husbandry, dairy husbandry, poultry husbandry, horticulture, ornamental horticulture, agronomy, and such other degrees as may be authorized from time to time by the State Council of Education or its successors."<sup>230</sup> Two years later (June 5, 1950) the col-

<sup>224</sup> *Ibid.* (1898), 11-12.

<sup>225</sup> National Farm School, *Annual Report of Trustees* (October 6, 1901), 10 ff.

<sup>226</sup> National Farm School, *Minutes of Trustees*, September 20, 1945, pp. 3-4.

<sup>227</sup> *Ibid.*, January 17, 1946, p. 3.

<sup>228</sup> *PRSPI, 1944-1946*, p. 10; *ibid.*, 1946-1948, p. 11.

<sup>229</sup> National Agricultural College, *President's Report* (1946-50), 10; *Minutes of Trustees*, December 12, 1946, p. 2; February 27, May 4, 1947, p. 3.

<sup>230</sup> *PRSPI, 1946-1948*, pp. 9-10; Philadelphia County, Charter Book, No. 147, p. 64 (June 28, 1948), City Hall, Philadelphia.

lege conferred the Bachelor of Science degree on its first fifty-six graduates.<sup>231</sup>

Carnegie Institute of Technology, like its predecessors in the eastern regions of the state, derived its existence from the beneficence of a man of wealth. In a letter addressed to the Mayor of Pittsburgh (November 15, 1900), Andrew Carnegie stated: "For many years I have nursed the pleasing thought that I might be the fortunate giver of a Technical Institute to our City fashioned upon the best models, for I know of no institution which Pittsburgh, as an industrial center, so much needs." He promised to endow the school with "\$1,000,000 five per cent gold bonds, yielding a revenue of \$50,000 per year," provided "the City of Pittsburgh will furnish a site."<sup>232</sup>

Later, describing the forces which influenced his original decision, Mr. Carnegie stated in a letter to the editor of the institute's first student year book (March 28, 1906) that, when he became a trustee of Cooper Union and the Mechanics and Tradesman's Society, he "very soon decided that there was nothing in the line of education which the youths of Pittsburgh needed so much as first class Technical Schools." For this purpose he "offered to spend a million dollars upon such School buildings, to give two million dollars endowment fund, to furnish one hundred thousand dollars per year required to pay the cost of operation provided Pittsburgh furnished the site which it did. Since then a half a million dollars additional has been given for necessary expense and addition. . . ."<sup>233</sup>

The intervening years between 1900 and the opening of the school, October 16, 1905, were devoted to the formulation of plans and the construction of the necessary buildings.<sup>234</sup> A "Committee on the Carnegie Technical Schools of Pittsburgh" was appointed by the trustees of the Carnegie Institute (1903) to prepare "working plans and specifications for the Carnegie Technical Schools" and to "recommend . . . a suitable person to serve as President of these Schools." With the approval of Mr. Carnegie, Arthur Anton Hammerschlag was

<sup>231</sup> National Agricultural College, Minutes of Trustees, May 15, 1950, pp. 4-5; *President's Report* (1916-50), 10.

<sup>232</sup> Andrew Carnegie to William J. Diehl, November 15, 1900. Carnegie's letter, reports of the president, and minutes of the executive committee are in the President's Office, Carnegie Institute of Technology, Pittsburgh; and catalogues and bulletins are in the Registrar's Office.

<sup>233</sup> Copy of letter in Carnegie Institute of Technology, Minutes of Executive Committee, II, April 5, 1906, p. 172.

<sup>234</sup> *Ibid.*, I, June 21, 1905, p. 183; Arthur W. Tarbell, *The Story of Carnegie Tech. Being a History of Carnegie Institute of Technology from 1900 to 1935* (Pittsburgh, 1937), 24; Carnegie Institute of Technology, *Catalogue* (1906), 9.



elected to the presidency of the Carnegie schools.<sup>235</sup> The following year (1905) a faculty was selected to aid in the preparation of the curriculum and to secure the appropriate equipment for the buildings.<sup>236</sup>

Their efforts resulted in the adoption of "a broad plan of secondary technical education" designed for those who desired more specialized training in science than could be secured in the public schools, but who lacked the time and means to devote four years to a college course.<sup>237</sup> The institute was organized into four divisions: the School of Applied Science, the School of Applied Design, the School of Apprentices and Journeymen, and the Technical School for Women, called the Margaret Morrison Carnegie School for Women.<sup>238</sup> Shortly before the school opened the director reported that 1,723 students had registered for admission to the day courses of the School of Applied Science. Of these, 1,119 were judged ineligible because of age or insufficient preparation. The remaining 604 were separated into two groups: 315 were deemed ready for the courses currently being offered, and the balance were to await announcement of other courses to be given later in the year.<sup>239</sup>

Large increases in enrollment continued to take place, so that by April, 1906, there was a total of 7,029 men and women applying for admission to the day and evening classes of the four schools of the institution. Only 741 of these, however, were permitted to matriculate.<sup>240</sup> Changes in the curriculum occurred more slowly. They appeared first in the School of Applied Science, where a significant though subtle transformation was effected in the field of engineering. The catalogue of 1908-1909 offered courses in "Chemical, Civil, Electrical, Mechanical, Metallurgical and Mining Engineering Practice"; whereas the announcement for the following year eliminated the word "Practice" and added a new course in "Commercial Engineering."<sup>241</sup> This curricular elevation was apparently a prelude to the proposal advanced by the director of the Carnegie Technical Schools (1910)

<sup>235</sup> Carnegie Institute of Technology, Minutes of Executive Committee, I, October 2, November 3, 1903, pp. 1, 11 ff.; January 8, 1904, p. 14.

<sup>236</sup> *Ibid.*, May 17, June 7, 1905, pp. 163, 167.

<sup>237</sup> Tarbell, *Carnegie Tech*, 26 ff.

<sup>238</sup> Carnegie Institute of Technology, Minutes of Executive Committee, I, June 21, 1905, pp. 181 ff.; II, October 30, 1905, pp. 35 ff.; *Catalogue* (1906), 21 ff.

<sup>239</sup> Carnegie Institute of Technology, Minutes of Executive Committee, II, October 12, 1905, p. 14.

<sup>240</sup> *Ibid.*, April 12, 1906, pp. 186-87.

<sup>241</sup> Carnegie Institute of Technology, *Catalogue* (1908-1909), 26; (1909-10), 41.

to incorporate the institution and to apply for the right to confer degrees. His suggestion, however, was not acted upon until two years later, when the executive committee of the schools and the board of trustees of the Carnegie Institute agreed to apply for a charter.<sup>242</sup> In the same year (1912) the College and University Council approved the move, and the Court of Common Pleas of Allegheny County issued its final decree incorporating the Carnegie Institute of Technology with "power to confer degrees in course, and honorary degrees, viz: Bachelor, Master, Doctor and Professional Degrees in pure and applied sciences and arts."<sup>243</sup> On June 14, 1912, Carnegie Institute of Technology conferred its first degrees in engineering on graduates in the School of Applied Science, and on graduates in architecture and interior decoration in the School of Applied Design.<sup>244</sup>

Thereafter, new courses leading to equivalent degrees were introduced rather rapidly. A department of music was established in 1912 offering a curriculum leading to the Bachelor of Arts in Music. The following year, the Margaret Morrison School for Women offered degree courses in household economics, secretarial studies, costume economics, and in home arts and crafts. In 1914 a college course in drama was announced, for which the Bachelor of Arts in Drama was offered. At the same time, a course in general science was initiated. This was followed in 1915 by a course in social work.<sup>245</sup> By 1950, the Carnegie Institute of Technology had evolved into a collection of schools and colleges embracing evening and summer sessions, and comprehending the "College of Engineering and Science", the "College of Fine Arts", the "Margaret Morrison Carnegie College", the "School of Industrial Administration", the "Library School", and the "Department of Social Work."<sup>246</sup>

**Military Training.** Efforts at establishing military colleges and institutes before the mid-nineteenth century were largely unsuccessful. Occasional proprietary schools arose like the American Classical and

<sup>242</sup> Carnegie Institute of Technology, Minutes of Executive Committee, IV, December 20, 1910, pp. 1 ff.; February 14, 1912, p. 60.

<sup>243</sup> College and University Council, "Biennial Report," *PRSPI*, 1912, p. 624; Allegheny County, Charter Book, No. 47, p. 119 (April 20, 1912), Courthouse, Pittsburgh.

<sup>244</sup> Carnegie Institute of Technology, Minutes of Executive Committee, IV, June 11, 1912, p. 104; *Catalogue* (1912-13), 372 ff.

<sup>245</sup> Carnegie Institute of Technology, Minutes of Executive Committee, IV, November 1, 1912, pp. 136-37; *Catalogue* (1912-13), 315 ff.; (1913-14), 322 ff., 357 ff.; (1914-15), 255.

<sup>246</sup> Carnegie Institute of Technology, *Bulletins* (1950-51).

Military Lyceum at Mt. Airy, Philadelphia, more commonly known as Mount Airy College; but these lasted only so long as they were profitable to their owners.<sup>247</sup> Liberal arts colleges in formation and those already established also attempted to inaugurate military training programs. Thus the founders of Lafayette College in 1824 contemplated the erection of "a civil and military institution of learning," and included a provision in their charter to this effect. However, as previously noted, they had to eliminate this military feature from the charter before their first president would consent to serve.<sup>248</sup> Allegheny College, too, had seriously considered (1827) transforming itself into a military academy,<sup>249</sup> only to abandon the idea before it had matured.

Military instruction in the colleges and universities, when it appeared, arose as a consequence of, or during a period of, national crisis engendered by the condition of war. Stimulated by an act of legislature (1861) providing "That all incorporated Universities, Colleges and Academies in the commonwealth are hereby authorized to establish in connection with their several institutions, a Military professorship, for the education of young men in Military discipline and the art," a number of institutions of higher education inaugurated programs in military instruction and drill both during and following the Civil War.<sup>250</sup> Similar programs were instituted during World War I with the aid and encouragement of the War Department.<sup>251</sup>

<sup>247</sup> American Classical and Military Lyceum, *Prospectus* (1826), in Historical Society of Pennsylvania; Lafayette College, Minutes of Trustees, I, August 14, 1827, p. 14; U.P., Minutes of Faculty of Arts, April 15, 1828.

<sup>248</sup> Lafayette College, Minutes of Trustees, I, December 27, 1824, p. i; Act of March 9, 1826, Pennsylvania, *Laws, 1826*, p. 76; *supra*, 85.

<sup>249</sup> Allegheny College, Minutes of Trustees, II, January 9, 1827, p. 5; *Hazard's Register*, III (May 9, 1829), 300-301.

<sup>250</sup> Act of May 15, 1861, Pennsylvania, *Laws, 1861*, p. 755; compare U.P., Minutes of Trustees, X, August 5, September 2, October 7, 1862, pp. 440-41, 442, 444; Franklin and Marshall College, Minutes of Trustees, I, July 26, 1864, pp. 252 ff.; Franklin and Marshall College, *Catalogue* (1893-94), 36; Agricultural College, Minutes of Trustees, I, October 27, 1864, p. 58; Western University, Minutes of Faculty, April 8, 1870, p. 131; Allegheny College, Minutes of Trustees, II, February 28, 1877, pp. 423-24; Dickinson College, Minutes of Trustees, VI, June 25, 1879, p. 8; June 23, 1880, pp. 11-12.

<sup>251</sup> Compare U.P., Minutes of Trustees, XVI, March 13, 1916, p. 347; Grove City College, Minutes of Trustees, January 16, 1917, p. 114; Villanova College, Minutes of Trustees, I, May 14, 24, 1918, pp. 141-43; Bucknell University, Minutes of Trustees, III, January 10, June 3, 1918, pp. 446, 452; Swarthmore College, Minutes of Trustees, VI, 12th Month 3, 1918, pp. 294 ff.; Temple University, Minutes of Trustees, VII, September 14, 1918, p. 798; Muhlenberg College, Minutes of Trustees, IV, June 25, 1919, p. 69.

However, independent military institutes or colleges empowered to confer degrees were, with one exception, unable to prosper in the educational climate of Pennsylvania. A number never achieved more than paper existence. Others survived the rigors of birth only to perish shortly afterwards. The Pennsylvania Military Institute may be classed among the former. Chartered by the legislature in 1852 with the right to confer such degrees "as are usually given or conferred in colleges or universities," the proposed institution was to have been established "at or near the city of Reading."<sup>252</sup> But there is no evidence that the plans of its founders, as promulgated in the act of incorporation, reached fruition. This too was the lot of the incorporators of the Philadelphia Military College, chartered in 1863; the Nautical and Engineering College of Philadelphia, incorporated in 1867; and the Western Pennsylvania Military Academy, chartered by the legislature in the same year.<sup>253</sup>

On the other hand, the National Military College, near Bristol in Bucks County, showed some signs of life. Although there is no record of its having been chartered by either the legislature or the local courts, the fact of its existence was attested to by an act of legislature (1851) "for the encouragement of the National Military College," by exempting its professors and students "from all military taxes and duties."<sup>254</sup> The documents of history, however, are silent as to the college's origins or subsequent fate. Information of a more substantial nature exists with reference to the Allentown Collegiate Institute and Military Academy. Founded in 1848 as a proprietary school, called the Allentown Seminary,<sup>255</sup> the institution was incorporated by the legislature in 1861. The charter of the Allentown Collegiate Institute and Military Academy, in addition to empowering the institution to confer degrees, stipulates that the "board of trustees shall be required to furnish . . . constantly, a course of military instruction, both theoretical and practical."<sup>256</sup> This it did until June 25, 1867, when it became Muhlenberg College.<sup>257</sup>

<sup>252</sup> Act of April 8, 1852, Pennsylvania, *Laws, 1852*, p. 292.

<sup>253</sup> Act of April 1, 1863, *ibid.*, 1863, p. 219; Act of April 12, 1867, *ibid.*, 1867, p. 1159; Act of May 1, 1867, *ibid.*, 1318.

<sup>254</sup> Act of May 6, 1854, *ibid.*, 1854, p. 601.

<sup>255</sup> *Pennsylvania School Journal*, I, (October, 1852), 200 ff.; E. J. Young, "Muhlenberg College," *PRSCS, 1868*, p. 158.

<sup>256</sup> Act of March 17, 1864, Pennsylvania, *Laws, 1864*, p. 42.

<sup>257</sup> E. J. Young, "Pennsylvania Military and Collegiate Institute," *PRSCS, 1866*, pp. 150 ff.; *Minutes of the Special and 120th Annual Meeting of the German Evangelical Lutheran Ministerium*, June 18, 1867, p. 29; Muhlenberg College, *Catalogue* (1867), 6.





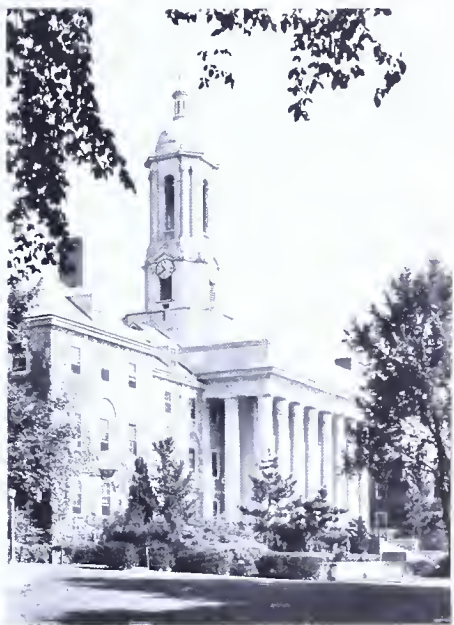
"Old Main," Gettysburg College.



"Old West," Dickinson College.



Bentley Hall, Allegheny College.



"Old Main," Pennsylvania State University.



The Cathedral of Learning, University  
of Pittsburgh.



Slippery Rock State College.



The University of Pennsylvania's new Charles Patterson Van Pelt Library,  
dedicated October 22, 1962.

The only extant military college in Pennsylvania, the Pennsylvania Military College,<sup>258</sup> was founded as a proprietary boarding school for boys in 1821, at Wilmington, Delaware.<sup>259</sup> Assuming ownership of the school in 1853, Theodore Hyatt transformed it into a military academy three years later.<sup>260</sup> The exigencies of the Civil War rendered its location in Delaware untenable, and forced Mr. Hyatt to remove the academy to West Chester, Pennsylvania, in 1862.<sup>261</sup> Here, an act of incorporation was obtained from the legislature erecting the Chester County Military Academy.<sup>262</sup>

According to the provisions of the charter the academy was to "consist of a primary school, a college, and such other departments as [the institution was] able to maintain." The board of trustees was required "to furnish at said academy, constantly, a course of military instruction, both theoretical and practical, also civil and military engineering, and the practical sciences generally, together with instruction in the Latin, Greek, French and German languages." Further, the trustees were empowered "to give and confer all such diplomas, degrees, honors, or licences, as are usually given or conferred in colleges or universities."<sup>263</sup> Deeming the designation Chester County Military Academy too local in nature, the trustees successfully petitioned the Court of Quarter Sessions of Chester County (1862) to change the name to Pennsylvania Military Academy.<sup>264</sup>

In 1866 the academy moved to Chester, Pennsylvania; which move was approved by the legislature two years later.<sup>265</sup> To raise the necessary funds for the purchase of land and the construction of buildings essential for the purposes of the school, a capital stock company was formed. This was chartered by the Court of Common Pleas of Delaware County in 1867.<sup>266</sup> Despite the charter of 1862 which established

<sup>258</sup> The Valley Forge Military Academy will be included in Chapter XXIII dealing with junior colleges.

<sup>259</sup> Henry J. Buxton, *College Recorder, Pennsylvania Military College . . .*, 9.

<sup>260</sup> Charles E. Hyatt, "Pennsylvania Military College," *College and University Council, "Biennial Report," PRSPI, 1900*, p. 93.

<sup>261</sup> *Ibid.*, 93-94.

<sup>262</sup> Act of April 8, 1862, Pennsylvania, *Laws, 1862*, p. 306.

<sup>263</sup> *Ibid.*

<sup>264</sup> Buxton, *Pennsylvania Military College*, 32; Chester County, Decree of Court of Quarter Sessions, June 26, 1862, Prothonotary's Office, Courthouse, West Chester.

<sup>265</sup> Pennsylvania Military Academy, *Catalogue* (1866), 7 ff.; Act of February 1, 1868, Pennsylvania, *Laws, 1868*, p. 194. Catalogues and bulletins are in the President's Office, Pennsylvania Military College, Chester.

<sup>266</sup> Pennsylvania Military Academy, Minutes of Stockholders, June 8, 1867, p. 21; Delaware County, Deed Book, No. 2, p. 458 (August 26, 1867), Courthouse, Media. The minutes of the stockholders are in the law office of E. A. Howell, Chester.



a board of trustees, the academy was primarily a proprietary institution under the control and ownership of the Hyatt family. This was demonstrated, in 1867, by the action of the stockholders of the Military Academy Stock Company in resolving "that Col. T. Hyatt shall have the privilege of buying the lands and buildings of the Company at any time within ten years after the said buildings are ready for occupancy for the net cost of the said lands, buildings and all improvements at the time of such purchase." The following year they leased the academy land and buildings to him, and released Colonel Hyatt from paying rent for that portion of the lands upon which he was unable to pay rent, provided he found a purchaser for them.<sup>267</sup> This ownership and control by a single family persisted well into the twentieth century. In 1949 a committee on evaluation of the Middle States Association of Colleges and Secondary Schools found that "Prior to 1936 the Board of Trustees had virtually no control over the policies or practices of the institution. From 1936 to 1947 the President of the college yielded most of the control which his predecessors had exercised to the Board. Financial settlement to the Hyatt family in 1947 resulted in financial control by the Board."<sup>268</sup>

Although the academy catalogue of 1862, in conformity with charter authorization, offered the Bachelor of Science and the Bachelor of Arts degrees for the successful completion of the "Scientific Course" and the "Collegiate Course," the curriculum was by no means of college caliber according to the standards of the day.<sup>269</sup> With the advent of Colonel George Patton in 1864, a course in civil engineering was instituted, for which the degree of Civil Engineer was first awarded, June 26, 1867.<sup>270</sup> Accretions to the course of study occurred slowly. In 1887 a course in architecture was announced. But this was discontinued in 1892, the same year in which the Court of Common Pleas of Delaware County changed the name of the academy to Pennsylvania Military College.<sup>271</sup> The liberal arts course was discarded in 1917; and in 1931 the degree of Bachelor of Science in Civil Engineer-

<sup>267</sup> Pennsylvania Military Academy, Minutes of Stockholders, June 8, 1867, p. 21; June 3, 23, 1868, pp. 25, 26.

<sup>268</sup> Report of Evaluating Committee of Middle States Association of Colleges and Secondary Schools, March 14-16, 1949, p. 9, in President's Office, Pennsylvania Military College.

<sup>269</sup> Pennsylvania Military Academy, *Catalogue* (1862), 7-8, 18-20.

<sup>270</sup> Buxton, *Pennsylvania Military College*, 43; Pennsylvania Military Academy, *Catalogue* (1867), 7, 22.

<sup>271</sup> *Ibid.* (1887), 28 ff.; (1892-93), 13; Delaware County, Charter Book, B, 65 (December 12, 1892), Courthouse, Media.



ing was offered, in lieu of the Civil Engineer degree formerly conferred.<sup>272</sup> By 1952 the academic program had been organized into four divisions with their appropriate degrees: "Liberal Arts, Science, Engineering and Business Administration."<sup>273</sup>

**Fine and Industrial Arts.** The Philadelphia School of Design for Women, described as "the pioneer school for teaching industrial art in the United States,"<sup>274</sup> had its origins in "a drawing class of some twenty young women," opened in November, 1848, in the home of Mrs. Sarah Peter. Expressing a "deep concern" for "the deprivation and suffering to which a large and increasing number of deserving women are exposed in this city and elsewhere, for want of a wider scope in which to exercise their abilities for the maintenance of themselves and their children," Mrs. Peter considered the arts of design as eminently suited to the needs and capacities of women, and urged a connection between her school and the Franklin Institute.<sup>275</sup> Her proposal was favorably received, and it was resolved to raise an endowment that would produce an annual income of at least \$2,000. A plan for its management was adopted, "and the School of Design ordered to be established accordingly."<sup>276</sup>

Racked by debt and distracted by internal discord under the aegis of the Franklin Institute,<sup>277</sup> the school was removed from the institute's control and given independent existence (1853) under a charter issued by the Court of Common Pleas of Philadelphia. The charter established the Philadelphia School of Design for Women whose object was declared to be "the instruction of women in decorative art and the various practical applications thereof to industrial pursuits." Control of the institution was vested in a board of "Twelve gentlemen styled Directors who shall be Members of the corporation to be elected by the contributors." The directors, in turn, were to select "a Board of Lady Managers," twelve in number, "whose duty it shall be to attend to the internal affairs of the School, and subject to the approval

<sup>272</sup> Pennsylvania Military College, *Catalogue* (1917-18), 30-31; (1931-32), 37.

<sup>273</sup> *Ibid.* (1952-53), 50.

<sup>274</sup> Theodore C. Knauff, *An Experiment in Training for the Useful and the Beautiful. A History* (Philadelphia, 1922), 6-7.

<sup>275</sup> Sarah Peter to Samuel V. Merrick, March 27, 1850, in *Proceedings of the Franklin Institute . . . Relative to the Establishment of a School of Design for Women, April 19, 1850 to June 20, 1850*, p. 1 ff. All materials relating to the Philadelphia School of Design for Women and the Moore Institute are in the Library, Moore Institute, Philadelphia.

<sup>276</sup> *Proceedings of the Franklin Institute*, 6-8.

<sup>277</sup> Philadelphia School of Design for Women, *First Annual Report* (1854), 3.

of the Directors, to make regulations for the admission of scholars, and the employment of teachers and servants."<sup>278</sup>

A graded course of instruction was adopted lasting from two and a half to four and a half years, depending upon the industry of the student, and calculated to develop a proficiency in art and design which would enable the student to utilize her skills in industrial pursuits.<sup>279</sup> As late as 1925, students were admitted so long as they were sixteen years of age. The catalogue for that year states: "No previous knowledge of drawing is required, but the equivalent of a High School education is desirable, and necessary for those preparing for teaching in the Philadelphia Public Schools."<sup>280</sup> However, a significant change took place in 1932. By provision of the will of Joseph Moore (1901) setting aside his residuary estate, when it shall have attained the value of three million dollars, for the purpose of erecting a school for women in art, science and industry, to be known as the Moore Institute, the Philadelphia School of Design for Women was merged with the Moore Institute (1932) under the name of the latter.<sup>281</sup> Later in the same year the combined institution was empowered to confer the degree of Bachelor of Fine Arts to graduates in course.<sup>282</sup> A program leading to the degree was instituted; and on June 5, 1935, the Moore Institute of Art, Science and Industry conferred the Bachelor of Fine Arts on seven of its graduates.<sup>283</sup>

Movements were initiated in other parts of the State to establish similar schools. In 1866 the Court of Common Pleas of Luzerne County chartered "The North-Eastern School of Design for Women," to be located at Wilkes-Barre, Pennsylvania. According to the charter,

The object of this School of Design is the systematic training of women in the practice of Art and in the knowledge of its Scientific principles with the view of qualifying them to impart to others a thorough arts Education, and to develop its application to the common uses of life, its relation to the requirements

<sup>278</sup> Philadelphia County, Miscellaneous Book GWC, No. 1, p. 710 (September 24, 1853), City Hall, Philadelphia; Philadelphia School of Design for Women, *By-Laws* (1854), 14.

<sup>279</sup> Philadelphia School of Design for Women, *Prospectus* (September 14, 1868), 10 ff.

<sup>280</sup> Philadelphia School of Design for Women, *Catalogue* (1924-25), 7.

<sup>281</sup> Will of Joseph Moore, Jr., July 31, 1901, pp. 4, 12 ff.; Philadelphia County, Charter Book, No. 118, p. 494 (June 1, 1932), City Hall, Philadelphia.

<sup>282</sup> *Ibid.*, No. 120, p. 549 (November 12, 1932).

<sup>283</sup> Moore Institute, *Catalogue* (1933-34), 23-24; Commencement Program, June 5, 1935.

of Trade and Manufacture and to aid in introducing and extending arts Culture in this State.<sup>284</sup>

This and a similar school at Pittsburgh received occasional funds from the State.<sup>285</sup> These, however, never advanced beyond the secondary school level; and the latter terminated its existence in 1904 when it turned over its library and equipment to the Pennsylvania College for Women.<sup>286</sup>

It remained for interested citizens of Philadelphia, stimulated by the success of the English in projecting the South Kensington Museum, to found a second institution devoted to the fine and industrial arts to be known as the Pennsylvania Museum and School of Industrial Art.<sup>287</sup> Their first meeting, held July 20, 1875, considered the feasibility of establishing a "Museum of Art in Philadelphia." Committees were appointed to formulate a plan of organization for a combined museum and school of industrial art.<sup>288</sup> Receiving the endorsement of the University of Pennsylvania, the Philadelphia School of Design for Women, and the Franklin Institute, all of whom agreed to be represented on the board of trustees, a general plan of organization was effected,<sup>289</sup> and a charter obtained from the Court of Common Pleas of Philadelphia.

The charter declared it as the purpose of the corporation:

to establish for the State of Pennsylvania, in the City of Philadelphia, A Museum of Art, in all its branches and technical application, and with a special view to the development of the Art Industries of the State, to provide instruction in Drawing, Painting, Modelling, Designing, et cetera, through practical schools, special libraries, lectures, and otherwise. The institution to be similar in its general features to that of the South Kensington Museum of London.

It was to exist perpetually and was to be governed by a board of trustees, composed, among others, of the Governor of the State, the mayor of Philadelphia, members chosen by the State Senate, the House

<sup>284</sup> Luzerne County, Deed Book, No. 107, p. 108 (January 23, 1866), Courthouse, Wilkes-Barre.

<sup>285</sup> Act of April 11, 1868, Pennsylvania, *Laws, 1868*, p. 15.

<sup>286</sup> Pennsylvania College for Women, Minutes of Trustees, II, June 24, 1904, p. 115.

<sup>287</sup> Pennsylvania Museum and School of Industrial Art, *Annual Report of Trustees* (1876), 7 ff.; (1877), 15; Fee, *Vocational Industrial Education*, 137.

<sup>288</sup> Pennsylvania Museum and School of Industrial Art, Minutes of Trustees, July 20, September 3, 1875. All documents relating to this institution and its successor are in the Treasurer's Office, Philadelphia Museum College of Art, Philadelphia.

<sup>289</sup> *Ibid.*, September 10, October 7, 1875; U.P., Minutes of Trustees, XI, December 7, 1875, pp. 321 ff.

of Representatives, the Common Council of Philadelphia, the Academy of Fine Arts, the Philadelphia School of Design for Women, the University of Pennsylvania, and the Franklin Institute.<sup>290</sup>

Having obtained Memorial Hall in Fairmount Park to house their museum, the trustees turned their attention to the second subject embodied in the charter, the providing of instruction through the medium of practical schools.<sup>291</sup> A suitable building was obtained for this purpose. Instructors were selected. Courses of instruction in drawing were formulated; and the school was opened December 17, 1877, with one hundred students in the day and evening classes.<sup>292</sup> By 1880 the course of study had evolved into a three-year graded curriculum, from which two students were graduated with the diploma of the school in 1882.<sup>293</sup>

Learning of the action of the Philadelphia Association of Textile Manufacturers (1880) in raising a fund for the fostering of technical education in the textile arts, discussions were commenced on the desirability of the museum's joining forces with the association in the enterprise.<sup>294</sup> Rooms in the Museum School of Industrial Art were provided. A faculty composed of experts in textiles was selected to administer a three-year course of instruction, and the Philadelphia Textile School, the first of its kind in the United States, commenced classes in September, 1884.<sup>295</sup>

Throughout the nineteenth century and most of the first half of the twentieth century, the art school and textile school of the Pennsylvania Museum and School of Industrial Art offered instruction below the college level. In 1924 the University of Pennsylvania recognized certain of the courses given in the school of industrial art for credit toward a degree at the university.<sup>296</sup> Moving in the direction

<sup>290</sup> Philadelphia County, Charter Book, No. 2, p. 181 (February 26, 1876), City Hall, Philadelphia.

<sup>291</sup> Pennsylvania Museum and School of Industrial Art, *Annual Report of Trustees* (1877), 16; Minutes of Trustees, August 13, 1877.

<sup>292</sup> Pennsylvania Museum and School of Industrial Art, *Annual Report of Trustees* (1877), 17 ff.

<sup>293</sup> Pennsylvania Museum and School of Industrial Art, *Circular* (1879-80), 6-7; *Report* (December 30, 1882), 15.

<sup>294</sup> Pennsylvania Museum and School of Industrial Art, Minutes of Trustees, December 13, 1880; *Pennsylvania School Journal*, XXIX (March, 1881), 395.

<sup>295</sup> Pennsylvania Museum and School of Industrial Art, *Report* (December 31, 1881), 14-15; Philadelphia Textile School, *Catalogue* (1887-88), 5 ff. Materials relating to the Philadelphia Textile School and Institute are in the Library, Philadelphia Textile Institute.

<sup>296</sup> Pennsylvania Museum and School of Industrial Art, *Circular* (1923-25), 21.



of achieving collegiate status, the museum charter was amended in 1938, changing the name of the corporation to the Philadelphia Museum of Art, and empowering the trustees "to grant degrees as may be authorized by the State Council of Education, or its successor."<sup>297</sup> The following year the trustees applied to the State Council of Education for the right to confer the degree of Bachelor of Applied Art. This was granted, December 1, 1939, and a college course leading to such a degree was introduced in 1940.<sup>298</sup>

In 1941 the trustees requested similar power for the Philadelphia Textile School. Again the State Council of Education agreed to authorize the conferring of the degree of Bachelor of Science in Textiles, October 3, 1941,<sup>299</sup> and the school announced a collegiate program in textiles.<sup>300</sup> In 1941 three students were awarded the degree of Bachelor of Applied Fine Arts. Two years later (1943), the degree of Bachelor of Science in Textile Engineering was conferred upon two successful candidates.<sup>301</sup>

As a result of an agreement between the Philadelphia Museum of Art and the Philadelphia Textile Institute Foundation, effected March 10, 1948, the Philadelphia Textile School acquired independent existence, with a separate endowment and a new location.<sup>302</sup> The following year, with the approval of the State Council of Education (September 19, 1949), the textile school was chartered as the Philadelphia Textile Institute.<sup>303</sup>

**Musical Institutes.** The rise of schools or institutes of music empowered to confer collegiate degrees in music, or whose courses were accepted by colleges and universities as credits towards a degree, was

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<sup>297</sup> Philadelphia County, Charter Book, No. 130, p. 130 (April 7, 1938), City Hall, Philadelphia.

<sup>298</sup> Philadelphia Museum College of Art, Minutes of Trustees, October 4, 1939, p. 213; *PRSPI*, 1940, p. 15; Philadelphia Museum College of Art, *Circular* (1940-41), 21.

<sup>299</sup> Philadelphia Museum College of Art, Minutes of Trustees, April 2, 1941, p. 310; *PRSPI*, 1942, p. 15. The degree was changed April 22, 1943, to Bachelor of Science in Textile Engineering. *PRSPI*, 1944, p. 7.

<sup>300</sup> Philadelphia Textile School, *Catalogue* (1941-42), 16 ff.

<sup>301</sup> Philadelphia Textile School, Commencement Program, June 5, 1941; June 3, 1943.

<sup>302</sup> Philadelphia Museum College of Art, Minutes of Trustees, March 10, 1948, p. 109.

<sup>303</sup> Philadelphia County, Charter Book, No. 149, p. 297 (September 22, 1949), City Hall, Philadelphia.

essentially a phenomenon of the twentieth century.<sup>304</sup> There was an attempt in the nineteenth century, apparently fruitless, to enlarge the province of the Musical Fund Society of Philadelphia, which was originally chartered in 1823.<sup>305</sup> An act of legislature (1857) decreed that "The said society shall have the power to confer academic degrees in music; they shall also have the power to establish such schools for the cultivation of skill and of taste in music, both vocal and instrumental, as the managers may deem to be most efficient for these purposes."<sup>306</sup> Precisely the same privilege of conferring the degrees of Bachelor and Doctor of Music was extended by the legislature (1857) to the Harmonia Sacred Music Society of Philadelphia, incorporated in 1852.<sup>307</sup> However, there is no evidence to indicate that these enlarged powers were ever used.

In 1915, the Governor of Pennsylvania issued letters patent incorporating a capital stock company known as the Pittsburgh Musical Institute.<sup>308</sup> Almost immediately, the directors of the institute effected a reciprocal agreement with the University of Pittsburgh permitting the university "to send students to the Pittsburgh Musical Institute, Inc. for private piano and voice lessons in return for such students as the Pittsburgh Musical Institute might send to the University of Pittsburgh."<sup>309</sup> Six years later the institute was informed by the university "that 21 credits will be allowed in the College and School of Education for music study in P. M. I."<sup>310</sup> In 1922 the Pittsburgh Musical Institute took "pleasure in announcing the continuation, on a revised plan, of the acceptance of credits for music study at the University of Pittsburgh. Twenty-four credits in music are now accepted toward a degree (A.B.) in the University School of Education. . . ."<sup>311</sup>

A more definitive arrangement was perfected in 1931 "whereby the University of Pittsburgh would recognize the Institute as a department of the University and thereafter confer musical degrees on Institute graduates." This resulted, the following year, in the university's con-

<sup>304</sup> Discussion of music in the college curriculum will be reserved for Chapter XXIV on the evolution of the liberal arts curriculum.

<sup>305</sup> Act of February 22, 1823, Pennsylvania, *Laws, 1823*, p. 392.

<sup>306</sup> Act of April 28, 1857, *ibid.*, 1857, p. 344.

<sup>307</sup> Act of May 4, 1852, *ibid.*, 1852, p. 603; Act of April 22, 1857, *ibid.*, 1857, p. 296.

<sup>308</sup> Charter Book, No. 143, p. 331 (April 14, 1915), Records of the Department of State, Division of Public Records, Pennsylvania Historical and Museum Commission.

<sup>309</sup> Pittsburgh Musical Institute, Minutes of Directors, I, May 5, 1915, p. 30. Materials are in the President's Office, Pittsburgh Musical Institute.

<sup>310</sup> *Ibid.*, October 31, 1931, p. 167.

<sup>311</sup> Pittsburgh Musical Institute, *Catalogue (1922-23)*, 42.

ferring the Bachelor of Music degree on five institute students.<sup>312</sup> However, the affiliation with the university was short-lived, for in 1936 the directors were informed that "the Agreement between the University and the Institute would be terminated six months from November 21, 1936."<sup>313</sup> The consequent loss of collegiate status had a deleterious effect on the institute's subsequent progress, as reflected in the Veterans Administration's refusal to include the Pittsburgh Musical Institute in its list of approved schools.<sup>314</sup>

"It is my aim," said Mary Louise Curtis Bok, "that earnest students shall acquire a thorough musical education, not learning only to sing or play, but also the history of music, the laws of its making, languages, ear-training and music appreciation. They shall learn to think and to express their thoughts against a background of quiet culture, with the stimulus of personal contact with artist-teachers who represent the highest and finest in their art."<sup>315</sup> With this as her purpose, Mrs. Bok founded the Curtis Institute of Music (chartered by the Court of Common Pleas of Philadelphia in 1924) with an original endowment of more than twelve and a half million dollars.<sup>316</sup> A faculty was selected consisting not only of "artists of authoritative achievement," but of individuals drawn from the University of Pennsylvania, Princeton University, and Bryn Mawr College, to supply the cultural background which the founder considered a *sine qua non* for the accomplished musician.<sup>317</sup>

Four years from the date of its incorporation, the institute received the approval of the State Council of Education (March 9, 1928) for a charter amendment empowering the Curtis Institute of Music to confer the degrees of Bachelor of Music, Master of Music, and the honorary degree of Doctor of Music.<sup>318</sup> As a consequence, criteria were formulated for conferring degrees of such a nature as to elicit the enthusiastic approbation of the Department of Public Instruction's

<sup>312</sup> Pittsburgh Musical Institute, Minutes of Directors, II, May 12, June 9, 1931, pp. 126, 127; June 14, 1932, p. 146.

<sup>313</sup> *Ibid.*, January 5, 1937, p. 203.

<sup>314</sup> Albert Tiemenschneider to Dallmeyer Russell, October 20, 1947.

<sup>315</sup> Curtis Institute, *Catalogue* (1925-26), 3. Catalogues and commencement programs are in the Library, Curtis Institute of Music; and the minutes of trustees are in the Treasurer's Office.

<sup>316</sup> Philadelphia County, Charter Book, No. 85, p. 476 (June 6, 1924), City Hall, Philadelphia; Curtis Institute, Minutes of Trustees, March 23, 1932, pp. 16 ff.

<sup>317</sup> Curtis Institute, *Catalogue* (1925-26), 6, 12, 13.

<sup>318</sup> *PRSPI, 1926-1928*, p. 146; Philadelphia County, Charter Book, No. 101, p. 177 (May 21, 1928), City Hall, Philadelphia.

director of music education. He said: "I wish to congratulate and commend you upon the excellent standards which you have set up as a basis for the awarding of music degrees from The Curtis Institute of Music. The plan of the program which you have submitted . . . would establish standards not approached by any other institution in this country for the awarding of music degrees."<sup>319</sup> In 1934 Curtis Institute of Music conferred its first Bachelor of Music degree in course on thirty-three successful candidates.<sup>320</sup>

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<sup>319</sup> M. Claude Rosenberry to Joseph Hofmann, June 20, 1933, Treasurer's Office, Curtis Institute of Music.

<sup>320</sup> Curtis Institute, Commencement Program, May 22, 1934, pp. 9-10.



## CHAPTER XXI

### *The Education of Teachers*

#### I. TEACHER TRAINING IN THE COLLEGES

During the eighteenth and the larger part of the nineteenth century the training of teachers in the colleges and universities of Pennsylvania was an incidental by-product of a program designed for more "lofty" objectives, rather than the direct result of a consciously formulated curriculum. Teachers were deemed sufficiently prepared if they possessed little more than a modest knowledge of the subjects they were to impart. This conception, for example, was inherent in Benjamin Franklin's arguments presented in 1750 to the Common Council of Philadelphia, as he urged that body to contribute to the support of the projected Academy and Charitable School of Philadelphia. He said, among other things,

That a Number of the poorer Sort will hereby be qualified to act as School-masters in the Country, to teach Children Reading, Writing, Arithmetic, and the Grammar of their Mother Tongue; and being of good morals and known character, may be recommended from the Academy to Country Schools for that purpose; The Country suffering at present very much for want of good Schoolmasters, and oblig'd frequently to employ in their Schools, vicious imported Servants, or concealed Papists, who by their bad Examples and Instructions often deprave the Morals or corrupt the Principles of the Children under their Care.<sup>1</sup>

Despite the low intellectual and social regard in which teachers were held, a condition from which they have not yet emerged, there was remarkably little recognition of the need for their specialized training. It was considered fortunate if men of accepted morality could be induced to teach; and only those in poor circumstances were expected to consider the possibility of becoming instructors in the charity and common schools of the Province. This view, held by Franklin and others, was shared by William Smith, the first provost of the College, Academy and Charitable School of Philadelphia. In espousing the

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<sup>1</sup> Philadelphia, *Minutes of the Common Council*, July 31, 1750, pp. 527 ff.

movement to establish charity schools for the elementary education of the German population of Pennsylvania, he declared it a fortunate circumstance that there already existed, in the form of the College and Academy of Philadelphia, a seminary wherein promising children of poor Germans could be trained as teachers.<sup>2</sup>

The conception that teaching required little more than a knowledge of subject matter and, particularly with respect to the primary and elementary schools, was an occupation reserved essentially for the economically unfortunate, was further expressed by Henry Muhlenberg. At a convention of the Lutheran Ministerium of Pennsylvania (1773) held to consider the propriety of undertaking the patronage of the recently established Seminarium of John Christopher Kunze, Mr. Muhlenberg read a plan for the institution of a "necessary 'oeconomical' Orphan Institution in the country, for aged, helpless, poor United Preachers, school teachers, their widows and orphans." He said:

since a beginning has already been made for a German Seminary in Philadelphia, capable subjects might be prepared there in the necessary languages and knowledge, etc., and some of the most capable and promising be received into such institution, further instructed and practised in theoretical and practical divinity, and, under God's assistance, be set apart and prepared as school teachers, catechists and country preachers, as also for "oeconomie."<sup>3</sup>

Nor did this attitude change appreciably in the early years of the nineteenth century. The Moravians, for example, expressed the hope in 1802 that "for such boys who have the desire to study and have no opportunity to do so, an arrangement might be made at Nazareth Hall, whereby they might receive further instruction for several years and be prepared for appointment to service in school work."<sup>4</sup> When this aspiration was finally given substance, five years later, in the adoption of a plan for the purpose of training "teachers for the Boys' School, who may in due time be used in the service of the Lord in the American congregations," it contained nothing that could properly be called a course in education or in the methods of teaching.<sup>5</sup>

<sup>2</sup> Smith, *Life and Correspondence*, I, 35 ff.

<sup>3</sup> *Documentary History of the Evangelical Lutheran Ministerium*, June 14, 1773, p. 145.

<sup>4</sup> Protocoll der Provincial Helfer Conferenz fürs Ganze der Pensylvanischen und umliegenden Gemeinen, June 1, 1802, Moravian Archives, Bethlehem.

<sup>5</sup> Schwarze, *History of the Moravian College*, 40 ff.; Haller, *Early Moravian Education*, 131-32; *supra*, 232-33.

In fact, the existing colleges of the period were little, if at all, concerned with the problem of teacher training. They began to evince some interest and to manifest some movement in this direction as the agitation intensified for the establishment of a state-supported system of common schools, and as the legislature began to make certain appropriations to them contingent upon their training a specified number of indigent students as teachers for the common schools. Thus the trustees of Washington College resolved, at the close of the year 1830, "That the Board agree to establish a Professorship of English Literature to be attached to the College, in which will be taught the various branches of an English education necessary to qualify young men for the different stations in life and especially for taking charge of common schools."<sup>6</sup> This action was taken, declared the Reverend David Elliott, president of the college, because of the countless numbers of incompetents teaching in the schools. "The novelty of this measure," he continued, "will not, I hope, prove detrimental to its [the college's] claims on public patronage. On the contrary, I feel inclined to believe that enlightened men who know how to estimate a public benefit, will award them the credit of originating a collegiate department in Pennsylvania, which, if properly sustained cannot fail to result in extensive advantages to the community."<sup>7</sup>

The educational press hailed the creation of what it called "a professorship of education" in a Pennsylvania college. At the same time it reflected the prevailing attitude towards teaching as an occupation whose benefits were largely psychic and lacking in the material rewards and social prestige enjoyed by other professions. An editorial in the *American Annals of Education* stated:

We are gratified to see that a professorship of education has been established at Washington College, in Western Pennsylvania, designed to give instruction to those who are preparing to be teachers. We hope the time is not distant when it will be deemed as important to furnish the students of our colleges with the principles which should guide them in improving the mind and heart, which almost every individual will be called to do as a parent or teacher, as of those which prepare them to act upon matter, or to acquire wealth or honor.<sup>8</sup>

<sup>6</sup> Washington College, Minutes of Trustees, December 7, 1830, Washington and Jefferson College, Washington, Pennsylvania.

<sup>7</sup> *Hazard's Register*, VII (May 21, 1831), 330.

<sup>8</sup> *American Annals of Education and Instruction*, I (February, 1831), 82-83.

Added encouragement in this enterprise was given the trustees of Washington College in 1831 when the State appropriated to the institution \$500 annually for five years provided twenty students were trained annually as teachers.<sup>9</sup> This policy of State aid for teacher training in the colleges was extended to other institutions as well. Jefferson College was awarded \$2,000 annually for four years in 1832, in exchange for the education of twenty-four male students as teachers.<sup>10</sup> Two years later, Pennsylvania College received \$3,000 a year for six years for the purpose of preparing fifteen young men as school teachers.<sup>11</sup> At the same time Allegheny College was granted \$2,000 for four years to train twelve men for the occupation of teaching.<sup>12</sup> Finally, in 1837, the State made its last appropriation to a college for this purpose when it awarded Marshall College \$6,000, and \$3,000 annually for two years, provided the institution educated twenty young men to become teachers of the English language.<sup>13</sup>

Each of the institutions responded somewhat similarly to the mandates contained in these acts of legislature. Jefferson College did no more than announce in its catalogue of 1833 that "Agreably to a recent act of the Legislature, provision is made for a thorough English and Mercantile Education, to qualify persons for teaching common schools. Gratuitous instruction will be given to six applicants of this description."<sup>14</sup> The trustees of Pennsylvania College merely "Resolved that notice be given, in the public papers of the provision made by the Legislature of this State, for the gratuitous tuition of fifteen persons, in this college who wish to qualify themselves as teachers."<sup>15</sup>

Allegheny College, in attempting to comply with the provisions of the act, decided that "it ap[pea]rs but proper to receive applicants for only one term at a time," since "y[oun]g men may change their habits, character or designs from one term to ano[ther]." Consequently, the trustees drew up the following series of rules to govern the admission of teacher candidates:

1. The appli[can]t. sh[all]. be a resid[ent] & citiz[en]. or son of a resid[ent]. citiz[en]. of this Com[monweal]th. & unable to procure an educ[ation]. at his own expense.

<sup>9</sup> Act of April 14, 1831, Pennsylvania, *Laws, 1830-1831*, p. 453.

<sup>10</sup> Act of February 20, 1832; *ibid.*, 1831-1832, p. 81.

<sup>11</sup> Act of February 6, 1834, *ibid.*, 1833-1834, p. 34.

<sup>12</sup> Act of April 5, 1834, *ibid.*, 1834, p. 192.

<sup>13</sup> Act of March 29, 1837, *ibid.*, 1836-1837, p. 96.

<sup>14</sup> Jefferson College, *Catalogue* (1833), Washington and Jefferson College.

<sup>15</sup> Pennsylvania College, *Minutes of Trustees*, I, April 23, 1835, p. 23, Gettysburg College.



2. He sh[all]. not be under 17 ys of age. . .
3. He sh[all]. have a good moral charac[ter]. & acknow[ledge]. the being of a God, & of nature's rewards & punishments.
4. He sh[all]. have good natural abilities for teaching youth & have this in view as a future business.
5. He sh[all]. be capable of reading intelligibly [sic], writing legibly & understand arithmetic [sic] as far as single rule of three where application is made.<sup>16</sup>

The trustees of Marshall College apparently considered themselves as fulfilling their obligation to the State by stating that "The conditions of the College charter require the gratuitous instruction in the English branches, of twenty young men as teachers of common Schools; and the Trustees are always prepared to receive any who ask for that privilege."<sup>17</sup> So far as their records reveal, not one of the institutions cited, including Washington College, made any attempt to design a separate and specific course of instruction for the training of teachers. This was left for another college to institute, which did not enjoy the benefits of a special act of legislature to train teachers for the common schools.

Although Washington College, in the view of its contemporaries, bore the distinction of being the first institution of higher education in Pennsylvania to establish a professorship for teacher education, perhaps the honor more properly belongs to Lafayette College. At the very outset, those responsible for its direction were aware of the need for adequately trained teachers, and were formulating programs aimed at supplying that need. In an address delivered before the literary societies of the college, James Porter, president of the board of trustees, declared:

Our [the State's] greatest defect . . . is in the arrangement and organization of our common schools scattered through the country; the persons pretending to teach in which, in a majority of cases, perhaps, are much fitter to become scholars themselves, than to attempt the instruction of others; and until this state of things is corrected and some means adopted to prevent this gross quackery in education, we cannot expect to see the benefits of elementary instruction universally diffused.<sup>18</sup>

<sup>16</sup> Allegheny College, Minutes of Trustees II, September 24, 1834, p. 126.

<sup>17</sup> Marshall College, *Catalogue* (1839-40), 18, Franklin and Marshall College, Lancaster.

<sup>18</sup> Porter, *Address*, 11.

Porter's views were concurred in by the trustees and the president of the college. In their first annual report they noted the arrangements which had been made for a "School teachers diploma." This was to be obtained by the completion of a special course designated the "School Teachers Course," consisting of the following subjects of instruction: "Reading, Writing, English Grammar, Geography, Book Keeping, Vocal Music, Arithmetic, Algebra, Plane Trigonometry, Surveying, Mensuration, Evidences of Christianity, Moral Philosophy."<sup>19</sup> The notable point about this course was not the subjects which it included, for these were common to most "English" curriculums of the period; but the conception of teacher training for which it was to be used as a tool. This was revealed in an analysis of the inadequacies under which the common schools and their teachers labored, and the remedies the trustees proposed to ameliorate the condition. In their second annual report they said:

. . . it is universally conceded that our common Schools are not in a prosperous and profitable condition, incompetent teachers, very frequently receive inadequate support, and the inadequacy of the support secures and perpetuates the incompetency of the teachers. The labourer is rewarded, small as is the reward, beyond the value of his labour and the employers are not qualified to detect the imposition. And how is the crying evil to be remedied: Not merely by any general School system, unless it embraces as a fundamental object the training of teachers. But let teachers be well educated, that is, let them be taught thoroughly the branches which they will be called upon to teach, and, which is the principal thing, the art of communicating instruction and governing a School; and let their services be secured permanently in that business, by adequate pay (say from the State School fund for a time), and then, but not we apprehend until then, will the virtue and intelligence of the community sustain a general system—then and not until then, will the means be secured of securing all that is dear to us as freemen, and as Pennsylvanians.<sup>20</sup>

Further expanding these ideas concerning the training of teachers for the common schools, George Junkin, president of Lafayette College, in a letter dated December 17, 1833, addressed to Samuel Breck, chairman of the joint legislative committee on education, proposed the "establishing in the existing colleges of our state, model schools, and a teacher's course." He emphasized the simplicity of such a plan, and outlined it briefly.

<sup>19</sup> Lafayette College, Minutes of Trustees, I, October 10, 1832, pp. 32 ff.

<sup>20</sup> *Ibid.*, October 7, 1844, pp. 47-48.

1. Let each college fix upon a liberal course of studies for school teachers, and constitute a new degree in graduation.
2. Let a common school, to be kept full of children from the neighborhood, such as is desirable to see established in every district of the state, be established contiguous to the college buildings, which school shall be a model in its buildings, its fixtures, desks, books, apparatus, rules and regulations and mode of management.
3. Let the candidate for the collegiate honor of a school teacher's diploma, be in every respect, on the same footing in college with other students—study in the same class, his own particular branches—submit to the same system of discipline, &c, and let him in addition to these, spend a part of every day in the common school, as a spectator, and occasionally as an assistant.
4. When he shall have completed his course, which will take two years, let him pass a final examination, and if approved, receive the honorable testimonial of the board of trustees.
5. Let every teacher thus qualified, who shall teach within the state, receive, besides the provisions made for his support by the people, a yearly allowance from the school fund, for every year he shall teach in one place.<sup>21</sup>

Serious efforts were made by Lafayette College to advance the cause of teacher education along the lines promulgated by its president and its trustees. In 1838 the trustees informed the legislature that Mr. Junkin had purchased a lot on which he erected a three-story stone building, the second floor of which "is for a Model School, with a gallery capable of accommodating thirty or forty candidate teachers. For this School, we have procured an experienced, talented and laborious teacher, who is engaged in the duties of his profession with great acceptance." At the same time they suggested that the State "establish scholarships for teachers: that is, appropriate \$100 per annum for two years, as a loan to such young men, not exceeding 100, who will go through a course of study and training in the Institution and graduate as teachers, obligating themselves to teach two years in the public Schools, and, in case they should so teach, receiving their bonds

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<sup>21</sup> *Hazard's Register*, XIII (February 22, 1834), 123-25. The Reverend Mr. Junkin was supported in his plea to the legislature to use the colleges as teacher training centers by a similar letter dated December 19, 1833, to Samuel Breck from Chauncey Colton, president of the ill-fated Bristol College. *Ibid.*, (March 1, 1834), 135. In fact, Washington College memorialized the legislature (1840) to establish a "School for Teachers" on its premises. Minutes of Trustees, September 22, 1840, Washington and Jefferson College.

cancelled."<sup>22</sup> Further, the trustees also petitioned the legislature to "patronize the Educator," a weekly periodical founded by President Junkin, published alternately in English and German, and "devoted to education in the modern liberal sense of that term."<sup>23</sup>

But teacher training in the few colleges that seriously undertook to provide it, did not long endure. Washington College ceased to list students under the classification "Art of Teaching"<sup>24</sup> after 1843, and eliminated any mention of a teacher training course thereafter from the minutes of the trustees or the published documents of the institution. Similarly, the records of Lafayette College after 1844 failed to include announcements concerning the existence of a model school or a course of teacher training for the common schools.<sup>25</sup> Thomas Burrowes, Superintendent of Common Schools, rejected the arguments of the proponents of teacher training in the colleges, and early predicted the failure of such a scheme. He insisted (1837) that "Many, perhaps, do go to college for this teacher training purpose, but few return to accomplish it; and, of the small number who do, nearly all turn their backs on the ill-paid and thankless drudgery, the first moment an opportunity offers."<sup>26</sup> Thoroughly convinced of his position after an additional year of experience, Mr. Burrowes presented the prevailing conception of the role of the liberal arts colleges and the reasons why such institutions, as they were then constituted, would prove unequal to the task.

A College is, or should be a chartered and permanently endowed institution, for instruction in the liberal arts and sciences, with power to grant degrees. All who enter it, should stand on a footing of perfect equality, except so far as the necessary arrangement into classes, and the natural difference of mental capacity, separate them. All should have the same high object, viz: a diploma, in view. None should be there in pursuit of other objects to the injury of the proper design of the institution; and above all, none should be subjected to the pain of witnessing a contest for honors from which they are debarred, or of bearing the sneer which rankles none the less because it is unmerited.

<sup>22</sup> Lafayette College, Minutes of Trustees, I, December 10, 1838, pp. 85-86. As we shall see subsequently, the legislature eventually adopted this proposal and placed it in force in the State normal schools.

<sup>23</sup> *Ibid.*, 86; Lafayette College, *The Educator*, I (April 2, 1838), 1, in Library, Lafayette College.

<sup>24</sup> Washington College, *Catalogue* (1842-43), 13.

<sup>25</sup> Lafayette College, *Catalogue* (1844-45), 20-22.

<sup>26</sup> *PRSCS*, 1837, p. 28.



The Colleges have already been tried as means of supplying teachers, and with little success. Within the last eight years \$48,500 have been given by the State to five of these Institutions principally on condition that they should instruct a certain number of persons (ninety-one) for teachers of English schools, annually for a specified time. Last year there were sixty-one students preparing for this business in all the Colleges of the State. Every one knows how few of the persons who are thus prepared ever actually exercise the profession. It is doubted whether there are, at the present moment, in the whole State, one hundred persons thus educated, permanently and actually engaged as teachers of Primary schools. Hope from this quarter is dead.

The present professors of the Colleges, merely as such, are not qualified to instruct teachers. In making this assertion it is not intended to doubt their talent or ability for their proper duties. On the contrary, it is known and cheerfully admitted, that as a body, their qualifications and standing are honorable to the State. But the kind and manner of teaching in a College, are widely different from those of a primary school. To understand one, does not argue a knowledge of the other, and certainly, whether the theoretical science is possessed or not, actual experience is not claimed.<sup>27</sup>

Teacher training in the colleges and universities founded before 1850 did not again make an appearance in the curriculum until late in the nineteenth century; and for the most part its introduction was postponed until the dawn of the twentieth century. With the rise of new institutions containing preparatory departments, particularly those which were coeducational, "Normal" training was again accorded a place in the instructional program. This movement was no doubt stimulated by the rise of the State normal schools as provided for in the legislative act of 1857.<sup>28</sup> However, as these schools developed their liberal arts curriculums and gradually discarded their secondary school characteristics, they either eliminated the normal school courses or expanded them into four-year college programs leading to the appropriate degrees. Thus Westminster College, for example, announced a "Normal department" in 1854.<sup>29</sup> Susquehanna University, as the Missionary Institute, according to the report of the Superintendent of Common Schools (1864) was "doing a good work by way of preparing teachers."<sup>30</sup> Lebanon Valley College was opened, in 1866, as

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<sup>27</sup> *Ibid.*, 1838, pp. 25-28

<sup>28</sup> Act of May 20, 1857, Pennsylvania, *Laws*, 1857, p. 581.

<sup>29</sup> Westminster College, *Catalogue* (1854-55), 14, 16.

<sup>30</sup> *PRSCS*, 1864, p. 192

"A Normal and Classical Day and Boarding School for Both Sexes."<sup>31</sup> "To meet the conditions of a special appropriation made by the State for the support of Students in this University," Lincoln University (1868) formed a special class in "the science & art of teaching."<sup>32</sup> Waynesburg College announced a "Normal Course" in 1869.<sup>33</sup> In 1877, Muhlenberg College established a "Normal Department" whose studies "are the same as in our State Normal Schools."<sup>34</sup> Swarthmore College introduced a "Normal Department" in 1878.<sup>35</sup> And Ursinus College announced a two-year "Normal Course" in 1881.<sup>36</sup> Although these by no means constituted all the institutions of higher education which established normal departments, they do serve to indicate the nature of the teacher training movement during the period under consideration.

On the other hand, there were schools chartered as colleges and universities with the power to confer degrees, which functioned essentially as normal schools during their limited existence. This was true of the University of Northern Pennsylvania when it opened its doors, December 2, 1850.<sup>37</sup> Mount Pleasant College, chartered in 1851, and its successor Mount Pleasant Union College were characterized by the superintendent of common schools of Westmoreland County as "schools for the training of teachers."<sup>38</sup> Similarly, Harford University, described in 1854 as "*one of the first schools in the State for the education of teachers of our common schools*," though "styled a university, had been emphatically a normal school from the beginning."<sup>39</sup> Finally, Curry University, throughout its career, performed as nothing more than "a normal training school for teachers."<sup>40</sup>

The recognition of teacher training as a function of the college program, rather than as a subordinate art relegated to preparatory

<sup>31</sup> Lebanon Valley College, *Catalogue* (1866), 2.

<sup>32</sup> Lincoln University, *Minutes of Trustees*, I, 1868, pp. 84 ff.

<sup>33</sup> Waynesburg College, *Catalogue* (1869-70), 18.

<sup>34</sup> Muhlenberg College, *Catalogue* (1877-78), 23.

<sup>35</sup> Swarthmore College, *Minutes of Faculty*, 11th Month 18, 1878, p. 35; *Minutes of Stockholders*, 12th Month 3, 1878, pp. 48-50.

<sup>36</sup> Ursinus College, *Catalogue* (1881-82), 24-25.

<sup>37</sup> *Honesdale Wayne County Herald*, November 21, 1850; University of Northern Pennsylvania, *Catalogue* (1851-52), 12-14, Wayne County Historical Society.

<sup>38</sup> Act of April 28, 1851, Pennsylvania, *Laws, 1851*, p. 728; J. R. M'Affee, "Normal Schools and Academies," *PRSCS*, 1860, p. 92.

<sup>39</sup> B. F. T., "Harford University," *Pennsylvania School Journal*, III (November, 1854), 141-42; Emily C. Blackman, *History of Susquehanna County, Pennsylvania* (Philadelphia, 1873), 529.

<sup>40</sup> *Supra*, 323; Wilson (ed.), *Standard History of Pittsburg*, 518.

departments or normal courses, came about rather slowly, and often reluctantly. The hesitancy with which it was introduced was perhaps exemplified by Lincoln University, among the earliest of the institutions of higher education in Pennsylvania to include "the science and art of teaching" in its liberal arts curriculum.<sup>41</sup> In this connection the university catalogue of 1871-72, under the heading "Pedagogy" stated:

The President has given during the past year a weekly exercise to all the Collegiate Classes in the science and art of teaching. The object of this instruction is to impart to the students a knowledge of the best methods of instruction in all the departments of study, the relative and absolute value of each subject of study as a means of mental discipline, and in general to acquaint him with the whole conduct and government of schools and institutions of learning of every grade. This subject is not usually included in the curriculum of a college course; but it has been introduced at the suggestion of J. P. Wickersham, LL.D., Superintendent of Education in the State of Pennsylvania.<sup>42</sup>

Pennsylvania State College appointed a "Professor of Pedagogics" in 1888, and offered instruction consisting "for the present of lectures (with supplementary reading) on some of the leading subjects of Education—such as its Philosophy and History and the Educational theories of different States and Nations." The catalogue recognized the inadequacy of the offerings but suggested "that when students have the foundation of a College Course they may be greatly benefitted by a suggestive outline, and a few other conceptions of Educational Doctrines and Methods."<sup>43</sup> These lectures were expanded in 1896 to comprehend a four-year course in education, the first two years of which were the same "as those of the General Science or the Latin Scientific course."<sup>44</sup> In 1923 the department of education was elevated to the rank of a "School of Education coordinate with the other schools of the College," and having a dean of its own.<sup>45</sup>

<sup>41</sup> An added incentive for this innovation was the prospect, though unrealized, of becoming the "State Normal School for the Colored race." See Ashmun Institute, Minutes of Trustees, I, December 11, 1862, pp. 25 ff.; Lincoln University, I, June 17, 1868, pp. 84-85; September 24, December 15, 1874, pp. 256, 268.

<sup>42</sup> Lincoln University, *Catalogue* (1871-72), 19; Minutes of Trustees, I, June 19, 1872, pp. 175-76.

<sup>43</sup> Pennsylvania State College, Minutes of Trustees, I, January 13, 1888, p. 309; *Catalogue* (1887-88), 22.

<sup>44</sup> *Ibid.* (1895-96), 149-50.

<sup>45</sup> Pennsylvania State College, Minutes of Executive Committee, V, June 11, 1923, p. 287; *Catalogue* (1923-24), 167.

The experience of the University of Pennsylvania closely paralleled that of Pennsylvania State College. Consideration was first given to the question of establishing a "Department of Paedagogics" in 1889. Two years later the trustees resolved "that Prof. De Garmo be nominated Professor of Pedagogics, contingently upon such a chair being created."<sup>46</sup> However, teacher training courses were not instituted until 1892, when the university agreed to a plan of cooperation with the "Society for the Extension of University Teaching . . . with a view to the fitting of teachers."<sup>47</sup> In 1907 a degree program was announced in the "College Courses for Teachers."<sup>48</sup> Six years later (1913) the trustees established a "School of Education . . . as a department of the College"; and in 1914 they approved the organization of a "separate School in Education," with its own dean.<sup>49</sup>

Before the close of the nineteenth century Muhlenberg College had established a department of pedagogy (1893) with courses in education included as regular parts of the college curriculum. These were expanded in 1935 to comprehend a full four-year course leading to the Bachelor of Science in Education.<sup>50</sup> Grove City College, in 1893, introduced "scientific and practical instruction in pedagogics" as electives in the junior and senior year of the college program for those desiring to meet the State requirements for teacher certification.<sup>51</sup> Six years later (1899) Moravian College and Theological Seminary offered three hours a week in pedagogy in lieu of Hebrew and church history in the senior year of the classical course.<sup>52</sup>

As the twentieth century dawned, other colleges and universities began to include courses in education in their collegiate programs. Ursinus College, in 1903, promised "to become distinctively *the college for teachers* in the state of Pennsylvania."<sup>53</sup> At about the same time, Lehigh University announced the offering of two courses of pedagogy in its collegiate curriculum.<sup>54</sup> Susquehanna University expanded its normal course into a four-year "Teachers' College" pro-

<sup>46</sup> U.P., Minutes of Trustees, XII, April 2, June 4, 1889, pp. 454, 480; May 21, 1891, p. 605.

<sup>47</sup> *Ibid.*, XIII, May 3, 1892, pp. 11-12; XIV, November 7, 1906, p. 466.

<sup>48</sup> *Ibid.*, p. 466; *Catalogue* (1906-1907), pp. 267 ff.

<sup>49</sup> U.P., Minutes of Trustees, XVI, August 1, 1913, p. 40; June 8, 1914, p. 133; College and University Council, "Biennial Report," *PRSPI*, 1914, p. 667.

<sup>50</sup> Muhlenberg College, *Catalogue* (1892-93), 26, 33; Minutes of Trustees, IV, January 22, 1935, p. 282.

<sup>51</sup> Grove City College, *Catalogue* (1892-93), 5.

<sup>52</sup> Moravian College, *Catalogue* (1899), 20-21.

<sup>53</sup> Ursinus College, *Catalogue* (Summer Session, 1903), 3.

<sup>54</sup> Lehigh University, *Catalogue* (1903-1904), 37.



gram leading to a degree.<sup>55</sup> And Bucknell University appointed a "Professor of Pedagogy" who was also to serve as "Dean of the Woman's Department." Twenty years later, the university offered the Bachelor of Science in Education at the close of the four-year course in education.<sup>56</sup>

In 1905 the Western University of Pennsylvania (University of Pittsburgh) introduced two collegiate courses in education with the promise that "others will follow as needed." This was followed (1910) by the establishment of the university's school of education.<sup>57</sup> Much the same course was pursued by Temple University. With the appointment of a "Professor of Pedagogy, and Director of Work for Teachers' Examinations," the trustees agreed to advance the status of the work in education by giving "credit toward a degree . . . in all cases where the subjects are of proper grade." In 1914 the department of education was elevated to the rank of a "Teachers' College."<sup>58</sup>

Though less comprehensive in their offerings than the universities, the liberal arts colleges nevertheless responded to the increasing demand for teacher education. Geneva College (1908) announced the creation of a department of education with the statement that "Thirty years ago there were no Departments of Education in American Institutions of learning."<sup>59</sup> As a result of a proposal to raise a "New Endowment Fund" for that purpose, the managers of Swarthmore College resolved unanimously to establish "a Department of Pedagogy," in 1910.<sup>60</sup> At the same time Washington and Jefferson College introduced its first college courses in education.<sup>61</sup> In 1913, Allegheny College announced that through the generosity of a patron a "Chair of Philosophy and Education" would be established, and work would be offered in education to satisfy the requirements of the educational code of Pennsylvania.<sup>62</sup> Two years later (1915) Dickinson College informed the public that it was prepared to participate in meeting

<sup>55</sup> Susquehanna University, *Catalogue* (1903-1904), 28 ff.

<sup>56</sup> Bucknell University, Minutes of Trustees, III, June 21, 1904, p. 289; *Catalogue* (1924-25), 52.

<sup>57</sup> Western University, *Catalogue* (1904-1905), 68-69; University of Pittsburgh, Minutes of Trustees, VI, February 3, 1910, pp. 197 ff.

<sup>58</sup> Temple College, Minutes of Trustees, IV, October 14, 1905, p. 63; Temple University, *Catalogue* (1913-14), 82; College and University Council, "Biennial Report," *PRSPI*, 1914, p. 672.

<sup>59</sup> Geneva College, *Catalogue* (1908-1909), 31-32.

<sup>60</sup> Swarthmore College, Minutes of Managers, IV, 10th Month 4, 1910, p. 228; Minutes of Stockholders, 12th Month 5, 1911, pp. 194-95.

<sup>61</sup> Washington and Jefferson College, *Catalogue* (1910-11), 32.

<sup>62</sup> Allegheny College, *Catalogue* (1912-13), 55.

"The growing high school demand for college trained teachers," by including in its curriculum certain elective courses in education.<sup>63</sup> This process continued, so that by the close of the first half of the century there was scarcely an institution of higher education in Pennsylvania which did not offer a curriculum in education leading to a degree.<sup>64</sup>

## 2. RISE OF THE STATE TEACHERS COLLEGES

Teacher training in special institutions designed specifically for that purpose had its origins in Pennsylvania with the enactment of legislation (1818) establishing Philadelphia city and county as "the first school district of the state of Pennsylvania." The act directed the "Controllers of the Public Schools" of Philadelphia to establish a Model School "in order to qualify teachers for the sectional schools and for schools in other parts of the State," and in so doing, acknowledged as one of its objectives the furnishing of teachers for the rest of the State.<sup>65</sup> Moving with dispatch, the controllers purchased a lot within the city limits, erected a permanent building on it, and by December 21, 1818, had opened the famous Chester Street Model School under the direction of Joseph Lancaster.<sup>66</sup> By virtue of this action, Wickersham maintains, "the honor must be accorded to Philadelphia of having the oldest Normal School in the United States."<sup>67</sup> In 1848 the Model School was transformed into the Girls' Normal School.<sup>68</sup>

But this single institution could not hope to supply the demands of a growing commonwealth. A few of Pennsylvania's educators perceived this and used both pen and voice in an effort to remedy the defect. Among the earliest of these was Walter R. Johnson, principal of the Germantown Academy. Writing in 1825 he declared:

<sup>63</sup> Dickinson College, *Catalogue* (1914-15), 25.

<sup>64</sup> Compare Juniata College, *Catalogue* (1923-24), 25; Albright College, *Catalogue* (1923-24), 55-56; Thiel College, *Catalogue* (1924-25), 69; St. Vincent College, *Catalogue* (1927-28), 68; La Salle College, *Catalogue* (1927), 27-28; St. Thomas College, *Catalogue* (1931-35), 22; Dropsie College, *Catalogue* (1945-46), 16-17, 24-25; King's College, *Catalogue* (1948-49), 14; Wilkes College, *Catalogue* (1950-51), 50.

<sup>65</sup> Act of March 3, 1818, Pennsylvania, *Laws, 1817-1818*, p. 121; Joseph J. McCadden, *Education in Pennsylvania, 1801-1835, and Its Debt to Roberts Vaux* (Philadelphia, 1937), 191.

<sup>66</sup> Controllers of the First School District of Pennsylvania, *First Annual Report* (February 11, 1819), 5-6.

<sup>67</sup> Wickersham, *History of Education*, 269, 609-10.

<sup>68</sup> Controllers of the First School District, *Thirtieth Annual Report* (June 30, 1848), 119; Henry Barnard, *American Journal of Education*, XIV (December, 1864), 721.

We have theological seminaries—law schools—medical colleges—military academies—institutes for mechanics—and colleges of Pharmacy for apothecaries; but no shadow of an appropriate institution to qualify persons for discharging with ability and success, the duties of *instruction*, either in these professional seminaries, or in any other. Men have been apparently presumed to be qualified to *teach*, from the moment that they passed the period of ordinary pupilage;—a supposition, which with few exceptions, must, of course, lead only to disappointment and mortification.<sup>69</sup>

A teacher training institution to be effective, Johnson maintained, must have associated with it a school where children are studying and where a neophyte can practice the art he is learning. Combining theory with practice, Johnson proposed that seminaries for teachers be organized in accordance with the following plan:

I. A course of lectures and practical illustrations on the subject of *intellectual philosophy*, as connected with the science of education.

II. A course of *physical education* and *police*.

III. On the mode of conveying instruction in the *exact* and *physical sciences*, and the various descriptive and mechanic arts.

IV. On the manner of teaching languages, belles lettres, history, and, in general, all those branches commonly classed under the *philological department*.<sup>70</sup>

As the movement for the establishment of a state-supported system of common schools developed, societies arose whose voices were joined with those of individuals in urging the creation of schools for teachers. The Council of The Pennsylvania Society for the Promotion of Public Schools, at a semi-annual meeting of the society held March 22, 1830, reported that "A careful, and deliberate survey of the whole case, has led the Society to the conclusion, that the most important step to be taken in the great work which the People of Pennsylvania have before them . . . is to *provide well qualified Teachers*." Consequently, the report continued, "In order to provide this indispensable engredient [*sic*] in any system of Education which can prove successful," the society emphatically urges that "*in each Congressional District of the state*, a seminary should be established by law, where individuals

<sup>69</sup> Walter R. Johnson, *Observations on the Improvement of Seminaries of Learning in the United States: with Suggestions for Its Accomplishment* (Philadelphia, 1825), 14, Historical Society of Pennsylvania.

<sup>70</sup> *Ibid.*, 16, 19.

may be prepared for conducting a uniform method of Instruction in the Common Schools. . . ."<sup>71</sup>

Almost without exception, successive superintendents of the State's system of common schools spoke of the crying need for competent teachers. In rejecting the colleges and academies as teacher training institutions, Thomas Burrowes declared: "The want of more and better teachers is by far the greatest difficulty of the system. . . . The means of supplying this last and greatest want, has occupied much of the thought of the Superintendent. He has come deliberately and unhesitatingly to the conclusion that the best mode is the establishment of SEPARATE FREE STATE INSTITUTIONS for the instruction of teachers."<sup>72</sup> Superintendent Townsend Haines, in his report for 1849, proposed to the legislature the establishment of a normal school "in every county in the State, and maintained at the public expense."<sup>73</sup> These were joined by the State's organized teachers. At their first meeting (August 5, 1853), after their formation December 29, 1852, the Pennsylvania State Teachers' Association heard a report of the committee on normal schools, headed by Thomas Burrowes, and adopted resolutions urging the legislature to erect such schools.<sup>74</sup> The influence generated by this combination of forces was finally productive of the desired results. In 1857 the legislature passed "An Act to Provide for the Due Training of Teachers for the Common Schools of the State," which laid the foundation for the rise of the State-supported, and eventually, State-owned teachers colleges.<sup>75</sup>

Reflecting the teacher training conceptions of such men as Johnson, and particularly Burrowes as author of the legislation, the act divided the State into twelve normal school districts, each of which was to contain one State normal school. The normal schools were to be managed by a board of trustees chosen by the contributors or stockholders, and were to be required to submit annually to the Superintendent of Common Schools a complete statement as to their pecuniary and instructional affairs. They were to be subject to visitations and inspections by the State superintendent and the county super-

<sup>71</sup> Philadelphia *Poulson's American Daily Advertiser*, March 27, 1830.

<sup>72</sup> *PRSCS*, 1838, p. 22.

<sup>73</sup> *Ibid.*, 1849, p. 11.

<sup>74</sup> *Pennsylvania School Journal*, I (January, 1853), 294 ff.; II (September, 1853), 70-71, 83-87.

<sup>75</sup> Act of May 20, 1857, Pennsylvania, *Laws, 1857*, p. 581. For an account of the private normal schools, see Mulhern, *Secondary Education*, 275 ff.; Wickersham, *History of Education*, 617 ff.



intendents in the respective normal school districts. To qualify as a State normal school entitled to the benefits and privileges of the act, each institution had to have at least ten acres of land and suitable buildings containing "a hall of sufficient size to comfortably seat at least one thousand adults; with class rooms, lodging rooms and refectories for at least three hundred students." Each school was required to "contain a library room for the accommodation of books for the free use of the students, a cabinet for specimens and preparations, to illustrate the natural and other sciences, [and] such apparatus and philosophical instruments as are indispensable for the same purpose."

Provision was made for a minimum uniform curriculum by stipulating that each school shall have at least six professors "of liberal education and known ability in their respective departments, namely:—one of Orthography, Reading and Elocution; one of Writing, Drawing, and Bookkeeping; one of Arithmetic, and the higher branches of Mathematics; one of Geography and History; one of Grammar and English Literature; and one of Theory and Practice of Teaching"; together with such other "Professors of Natural, Mental and Moral Science, Languages and Literature, as the condition of the School and the number of students may require." Further, the qualifications for admission, and the nature and duration of the course of study, were to be determined by a meeting of all the principals of the normal schools then recognized by the act, whose decisions, when approved by the State Superintendent of Common Schools, were to be binding on all the schools.

Graduation from the normal schools was to be determined by the passing of examinations conducted by not less than three nor more than five principals of the State normal schools, which examinations were to take place in the presence of the superintendents of all the counties embraced in the normal school district. Successful candidates of the full course were to receive certificates signed by all the examining principals, "setting forth expressly the branches in which each have been found duly qualified, which Certificates must embrace all the branches enumerated" in the act. Furthermore, the act provided "That no Certificate of competence in the Practice of Teaching shall be issued to the regular graduate of any of said Normal Schools, till after the expiration of two years from the date of graduation, and of

two full annual terms of actual teaching in the district or districts in which such graduate taught."<sup>76</sup>

The first institution to achieve recognition as a State normal school grew out of an academy erected by citizens of Millersville, Lancaster County, in 1851. Learning of the desire of the county superintendent of common schools, J. P. Wickersham, to hold an institute for teachers, the trustees granted him the gratuitous use of the buildings; and on April 17, 1855, the institute was opened and continued for three months.<sup>77</sup> So gratified were the trustees with the results of this experiment, (the institute was attended by "135 regular Students") that they resolved "To treble the size of their buildings and establish a regular Normal School," under the name of the Lancaster County Normal School.<sup>78</sup>

Immediately after the passage of the normal school act of 1857, the trustees took steps to become recognized as a State normal school.<sup>79</sup> In response to a formal application made for such recognition (October 1, 1859), a committee of inspectors appointed by the State superintendent visited the school on December 2, 1859, and, in accordance with their recommendation, Henry C. Hickok proclaimed the Lancaster County Normal School (December 3, 1859) "as a State Normal School for the Second District."<sup>80</sup>

Although differing with respect to peculiarities arising out of local conditions, the history of the rise and subsequent recognition of many of the remaining state teachers colleges exhibited a like pattern. Edinboro State Teachers College began life as Edinboro Academy in 1856, and was converted into a normal school after the passage of the normal school act.<sup>81</sup> In its new capacity the institution was opened December 14, 1857, as the Northwestern Normal School.<sup>82</sup> On January

<sup>76</sup> Act of May 20, 1857, Pennsylvania, *Laws, 1857*, p. 581.

<sup>77</sup> Lancaster County Normal Institute, *Catalogue* (1855), 3, Millersville State College; *ibid.* (1856), 6; *Pennsylvania School Journal*, VI (October, 1857), 112.

<sup>78</sup> Lancaster County Normal Institute, *Catalogue* (1856), 6; J. P. Wickersham to Henry C. Hickok, State Superintendent of Common Schools, December 14, 1857, in *PRSCS, 1857*, p. 150.

<sup>79</sup> Henry C. Hickok to J. P. Wickersham, Principal, Lancaster County Normal School, December 8, 1857, in *PRSCS, 1857*, pp. 148-49.

<sup>80</sup> *PRSCS, 1859*, pp. 147-48; Millersville State Normal School, Minutes of Trustees, I, December 3, 1859, p. 1; *Catalogue* (1859-60), 15-17. Minutes of trustees, catalogues, and bulletins of this school are in the vault of the Administrative Offices, Millersville State College.

<sup>81</sup> Erie County, Deed Book, No. 7, p. 52 (May 5, 1856), Courthouse, Erie; W. H. Armstrong, "The Want of Normal Instruction," *PRSCS, 1858*, p. 170.

<sup>82</sup> C. W. Twichell to T. H. Burrowes, December, 1857, in *Pennsylvania School Journal*, VI (January, 1858), 199.

30, 1861, State superintendent Thomas H. Burrowes officially confirmed the Northwestern Normal School as "the State Normal School of the Twelfth Normal School District."<sup>83</sup>

The lack of educational facilities beyond the common school level induced interested members of the Methodist Episcopal church of Tioga County (1854) to organize for the purpose of founding a classical seminary.<sup>84</sup> A charter was procured from the local court the following year, establishing the Mansfield Classical Seminary under the patronage of the East Genesee Conference of the Methodist Episcopal church.<sup>85</sup> After the building was constructed, classes were commenced January 7, 1857.<sup>86</sup> However, the edifice was destroyed by fire; mismanagement of the institution's affairs resulted in a series of litigations in the courts; and the seminary's transformation into a normal school was postponed until 1862.<sup>87</sup> Even after the school at Mansfield was recognized as the "State Normal School of the Fifth district" (December 12, 1862), the threatened sale of the buildings by its creditors and the failure of the State to appropriate funds to defray its expenses until April, 1863, deferred the formal opening of the normal school until September 2, 1863.<sup>88</sup>

Kutztown State Teachers College was the outgrowth of a school which had evolved into the Maxatawny Seminary, and as such had commenced instruction in its new building September 5, 1864.<sup>89</sup> In the summer of 1865 the Reverend John S. Ermentrout, Superintendent of Common Schools for Berks County, in conjunction with H. R. Nicks,

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<sup>83</sup> *PRSCS*, 1861, pp. 15, 251; Northwestern Normal School, *Catalogue* (1860-61), 11-14, Library, Edinboro State College.

<sup>84</sup> Simon B. Elliott, *Historical Address Delivered at the State Normal School, Mansfield, Pa., February 19, 1890* (Mansfield, 1893), 6 ff.; Simon B. Elliott, "Historical Address," June 19, 1912, *Mansfield Normal Quarterly*, XVII (November, 1912), 57 ff. Both are in the Library, Mansfield State College. Dr. Elliott was a member of the original board of trustees, and its first corresponding secretary.

<sup>85</sup> Tioga County, Record Book, No. 25, p. 210 (February 16, 1855), Courthouse, Wellsboro.

<sup>86</sup> *PRSCS*, 1877, p. 541.

<sup>87</sup> Elliott, *Historical Address*, 13 ff.

<sup>88</sup> *Pennsylvania School Journal*, XI (January, 1863), 202; *PRSCS*, 1863, pp. ix, 276-77.

<sup>89</sup> Clara A. Myers, "History of State Teachers College Kutztown, Pennsylvania" (unpublished master's thesis, Temple University, 1934), 9 ff.; John S. Ermentrout, *Historical Sketch of Kutztown and Maxatawny, Berks County, Penn'a.* (Kutztown, 1876), 46 ff. Ermentrout was one of the founders and the first principal of the institution which was then called the Keystone State Normal School. *Reading Gazette and Democrat*, September 10, 1864.

principal of Maxatawny Seminary, held a normal training session for teachers in the seminary building. So successful was this enterprise that the two men were enabled to persuade the citizens of Kutztown and Maxatawny to subscribe the necessary funds for enlarging the buildings with a view towards becoming a State normal school.<sup>90</sup> The contributors, as stockholders, organized themselves (February, 1866) by electing a board of trustees; and obtained a charter from the State legislature, two months later, incorporating the Keystone Normal School, in the township of Maxatawny, Berks County.<sup>91</sup> In August, 1866, the trustees applied to the State Superintendent of Common Schools for recognition as a State normal school. On September 13, 1866, the school was officially sanctioned as the "State Normal School for the Third Normal District," and two days later commenced to function for the purposes for which it was erected.<sup>92</sup>

Bloomsburg State Teachers College began life, according to its first principal, as "a little select school of about forty pupils," opened in April, 1866, by Henry Carver and members of his family. Whether the normal school, however, was a continuation of the modest enterprise initiated by Mr. Carver, or an independent venture in which he was invited to participate, remains an unresolved question. The latter alternative is more consistent with the facts. Ten years before the founding of Mr. Carver's select school a charter had been procured from the Court of Common Pleas of Columbia County incorporating a capital stock company under the name of the Bloomsburg Literary Institute.<sup>93</sup> However, there appears to have been no effort made to establish the institute until May 2, 1866 when "the Trustees of Bloomsburg Literary Institute," held their first recorded meeting and organized by electing officers.<sup>94</sup> Two days later, they elected a committee "to

<sup>90</sup> Ermentrout, *Historical Sketch*, 47 ff.; Myers, "History," 19-20; *PRSCS*, 1866, pp. 327-28.

<sup>91</sup> Keystone State Normal School, Minutes of Trustees, I, February 10, 1866, p. 4; Act of April 11, 1866, Pennsylvania, *Laws*, 1866, p. 649. The minutes are in the Library, Kutztown State College.

<sup>92</sup> Keystone State Normal School, Minutes of Trustees, I, August 4, 1866, p. 25; *PRSCS*, 1866, pp. 327-28; *Catalogue* (1866), 26-28.

<sup>93</sup> Henry Carver, "Report of the Principal of the Normal School of the Sixth District," *PRSCS*, 1869, p. 365; Columbia County, Deed Book N, No. 14, p. 599 (September, 1856). The day of the final decree was not recorded.

<sup>94</sup> Bloomsburg Literary Institute, Minutes of Trustees, I, May 2, 1866, p. 51. The first fifty pages of the minute book are unaccountably blank. The minutes of the institute and of its successors are in the Business Office, Bloomsburg State College.



sell one thousand Shares of Stock payable in five dollar installments.”<sup>95</sup> Three weeks elapsed before the third meeting was held at which the secretary was instructed to “give notice by handbills that all who wish a vote in the location of the Bloomsburg Literary Institute Building are requested to make their Subscriptions on or before Thursday next 31st of May.” At the same meeting, “The trustees expressed great confidence in Prof. Carver and elected him as the principal of the school in contemplation.”<sup>96</sup>

From this point on, progress in promoting “the school in contemplation” was rapid. In June of the same year the committee on stock subscriptions reported “The Sale of five hundred and ninety (590) Shares of Stock, Sold at \$20.00 amounting to \$11,920.” As a consequence, “Prof. Carver was instructed to procure a draft or plan and Specifications with the probable cost of Said building and report at next meeting.”<sup>97</sup> On April 3, 1867, the building having been completed, “a school of one hundred and eighty (180) pupils [was] started in it.”<sup>98</sup> A year later the trustees decided to expand the institute into a State normal school by procuring the grounds and erecting the necessary buildings “as soon as the Sum of twenty thousand dollars is subscribed by responsible persons.” Little more than three months elapsed from the making of this decision, when the corner stone was laid (June 25, 1868) amid impressive ceremonies attended by the Governor of the State and the State superintendent of schools.<sup>99</sup> Eight months later (February 22, 1869), Bloomsburg Literary Institute became the State normal school of the sixth district.<sup>100</sup>

West Chester State Teachers College emerged from West Chester Academy, projected in 1811, and chartered by the Supreme Court of Pennsylvania in 1812.<sup>101</sup> The academy continued to perform the function for which it was founded until 1869, when State superintendent James P. Wickersham was invited to address the trustees on

<sup>95</sup> *Ibid.*, May 4, 1866, p. 51.

<sup>96</sup> *Ibid.*, May 25, 1866, p. 51.

<sup>97</sup> *Ibid.*, June 22, 1866, p. 51.

<sup>98</sup> Carver, “Report of the Principal,” 365.

<sup>99</sup> Bloomsburg Literary Institute, Minutes of Trustees, 1, March 9, June 25, 1868, pp. 58, 60.

<sup>100</sup> Proclamation of State Superintendent of Common Schools, February 22, 1869, in Bloomsburg State Normal School, *Catalogue* (1868-69), 29, Library, Bloomsburg State College; *PRSCS*, 1869, p. 366.

<sup>101</sup> West Chester Academy, Minutes of Trustees, September 28, 1811, in Library, West Chester State College; Charter Book, No. 1, p. 89 (March 27, 1812), Records of the Department of State, Division of Public Records, Pennsylvania Historical and Museum Commission.

"the feasibility of establishing a Normal school in this district."<sup>102</sup> Convinced of its propriety, the trustees appointed committees to devise plans and "to procure subscriptions to the stock of the Normal School proposed in this District." Public meetings were called to interest the citizens in the project; and so much of the required funds was raised as to induce the trustees to petition the legislature "to Convert the West Chester Academy into a State Normal School."<sup>103</sup> The legislators approved the request, and in March, 1870, passed "An Act To authorize the trustees and contributors to the West Chester Academy to become a state normal school."<sup>104</sup> By February, 1871, the work on the normal school buildings had so far progressed, that application was made to the State superintendent for the necessary inspection prerequisite to recognition as a State normal school. On February 22, 1871, the State Superintendent of Common Schools certified the institution as the State normal school for the first district, and the school was opened September 25, 1871, "with very encouraging prospects."<sup>105</sup>

Of the eight remaining normal schools to achieve recognition as State institutions, only three could trace their origins to previously established antecedents. Shippensburg State Teachers College was the first to depart from the pattern established by its predecessors. Early in 1870, a group of citizens from Shippensburg and the surrounding area of Cumberland County, stimulated by a series of public meetings addressed by James P. Wickersham and others, obtained a charter from the local court incorporating the Cumberland Valley State Normal School "for the Professional Training of young men and women as teachers for the Common Schools of the State of Pennsylvania."<sup>106</sup> The first board of trustees was elected May 2, 1870. Two weeks later, having obtained subscriptions totaling \$25,500, the trustees appointed a committee to select a site for the buildings.<sup>107</sup> By 1871,

<sup>102</sup> West Chester Academy, Minutes of Trustees, April 29, 1869.

<sup>103</sup> *Ibid.*, July 30, August 7, 18, 1869; January 3, 8, 1870.

<sup>104</sup> Act of March 10, 1870, Pennsylvania, *Laws, 1870*, p. 367.

<sup>105</sup> Andrew T. Smith, *Quarto-Centennial History of the West Chester State Normal School* (West Chester, 1896), 6; E. H. Cook, "Report of the Principal of the Normal School of the First District," *PRSCS, 1871*, p. 363; West Chester State Normal School, *Catalogue* (1871), 10-11.

<sup>106</sup> George P. Beard, "Report of the Principal of the Normal School of the Seventh District," *PRSCS, 1873*, p. 247; Cumberland County, *Miscellaneous Book*, No. 1, p. 607 (April 18, 1870), Courthouse, Carlisle.

<sup>107</sup> Cumberland Valley State Normal School, Minutes of Trustees, I, May 2, 14, 1870, pp. 31, 32, in Vault, Shippensburg State College.

the building contracts having been executed, the corner stone of the main building was laid (May 31, 1871) with appropriate ceremonies.<sup>108</sup> A principal and a faculty were selected the following year; and the trustees announced that the school would be opened April 15, 1873.<sup>109</sup> In the meantime, the State superintendent informed the institution that a committee of inspection would examine the building and facilities on February 21, 1873. This was accomplished, and on February 22, 1873, James P. Wickersham proclaimed the Cumberland Valley State Normal School as the normal school of the seventh district.<sup>110</sup>

On the other hand, California State Teachers College, California, Pennsylvania, traces its beginnings to an academy founded in 1852.<sup>111</sup> Thwarted in their attempts in 1859 to obtain a charter transforming their academy into a State normal school, the trustees organized themselves into a separate board (1864) independent of the old institution.<sup>112</sup> Again a move was made to obtain a charter. This attempt was successful; for in March, 1865, the legislature incorporated the "South-Western Normal College of Pennsylvania," located in the borough of California, Washington County.<sup>113</sup> In the meantime the trustees had occupied themselves with raising funds, procuring a site, and selecting a principal and a faculty.<sup>114</sup> A contract was effected with the borough school board to occupy its building for a period of three years; and the trustees resolved to open the normal school on April 12, 1865.<sup>115</sup> However, despite the aid granted by the State to the

<sup>108</sup> *Ibid.*, May 27, 1871, pp. 60-62.

<sup>109</sup> *Ibid.*, November 11, December 28, 1872, pp. 80, 83; February 28, 1873, p. 90.

<sup>110</sup> *Ibid.*, February 7, 1873, p. 86; *PRSCS*, 1873, p. xviii.

<sup>111</sup> J. G. C., "South-Western Normal School," *Pennsylvania School Journal*, XIII (November, 1864), 116 ff.; *PRSCS*, 1869, p. xi; Wickersham, *History of Education*, 635; C. L. Ehrenfeld, *Brief Story of the Founding of the Southwestern State Normal School at California, Pa.* (Lancaster, 1910), 6 ff.

<sup>112</sup> Ehrenfeld, *Brief Story*, 4 ff., quotes the Governor as having said in vetoing the act of incorporation: "There is no apparent reason why the tenth normal district should be organized under a special law, nor why the California Seminary should be recognized as the normal school of that district before it has been properly organized and established under the general law." South-Western Normal College, Minutes of Trustees, I, June 18, 1864, p. 16. The minutes of trustees of this institution and its successors are in the Vault, California State College, California, Pennsylvania.

<sup>113</sup> *Ibid.*, February 10, 1865, p. 25; Act of March 16, 1865, Pennsylvania, *Laws*, 1865, p. 401.

<sup>114</sup> South-Western Normal College, Minutes of Trustees, I, June 18, October 3, December 6, 1864, pp. 16, 19, 21.

<sup>115</sup> *Ibid.*, March 22, 1865, p. 26; January 2, 1865, p. 22; *Pennsylvania School Journal*, XIII (March, 1865), 191.

school even prior to its recognition, it was not until May 26, 1874, that the institution was officially recognized as the State normal school for the tenth district.<sup>116</sup>

Unrelated to any previously established institution, Indiana State Teachers College had its inception in discussions stimulated by the holding of a teachers' institute at Indiana, Pennsylvania, in 1869.<sup>117</sup> Funds were solicited, and a charter was obtained from the State legislature erecting the Indiana Normal School in 1871.<sup>118</sup> The movement was further encouraged by the enactment of legislation (June, 1871) appropriating \$5,000 annually for three years for the benefit of the normal school.<sup>119</sup> When the corporators and stockholders held their first recorded meeting the following year, they accepted the various acts of legislature and elected a board of trustees to manage the affairs of the contemplated institution. One of the first acts of the trustees was to appoint a committee to visit the various State normal schools to determine the character of the buildings required.<sup>120</sup> A site was purchased; additional funds were raised by assessing the stockholders; and a contract was signed (1873) for the erection of the buildings.<sup>121</sup> Two years later (1875) the trustees unanimously agreed to accept the completed buildings from the contractors.<sup>122</sup> This event was followed in rapid succession by the election of the first principal; by the opening of the school, May 17, 1875; and by the formal recognition of the Indiana Normal School as the State normal school for the ninth district (June 1, 1875).<sup>123</sup>

Clinton County had a private normal school as early as 1861.<sup>124</sup> But it was not until October, 1869, that its citizens, inspired by an address delivered by the State Superintendent of Common Schools on

<sup>116</sup> Act of April 1, 1868, Pennsylvania, *Laws, 1868*, p. 573; Act of April 10, 1869, Pennsylvania, *Laws, 1869*, p. 829; *PRSCS, 1874*, p. 233; Indiana Normal School, Minutes of Trustees, I, May 26, 1874, p. 193. The minutes of trustees of this school and its successors are in the President's Office, Indiana State College, Indiana, Pennsylvania.

<sup>117</sup> Indiana State Normal School, *Catalogue (1878-79)*, 27, Library, Indiana State College; Wickersham, *History of Education*, 637.

<sup>118</sup> Act of March 25, 1871, Pennsylvania, *Laws, 1871*, p. 454; Wickersham, *History of Education*, 637-38.

<sup>119</sup> Act of June 6, 1871, Pennsylvania, *Laws, 1871*, p. 1356.

<sup>120</sup> Indiana Normal School, Minutes of Trustees, I, May 7, 13, 1872, pp. 1 ff., 6-7.

<sup>121</sup> *Ibid.*, June 11, July 23, 1872, pp. 8-9, 12; July 15, 1872, p. 10; May 12, August 26, 1873, pp. 22, 24; August 31, 1874, p. 35; January 21, 1873, p. 18.

<sup>122</sup> *Ibid.*, February 6, 1875, p. 40.

<sup>123</sup> *Ibid.*, March 10, 1875, p. 41; *Catalogue (1875)*, 18; *PRSPI, 1875*, p. xiii.

<sup>124</sup> Lock Haven *Clinton Democrat*, January 18, 1861.



the subject of "A State Normal School at Lock Haven," organized to establish such an institution.<sup>125</sup> A charter was obtained from the Court of Common Pleas (February, 1870) creating the "Central Normal School Association of the State of Pennsylvania."<sup>126</sup> The trustees convened immediately thereafter, announced the sale of capital stock in the amount of \$29,000, and agreed that as soon as a total of \$35,000 should be subscribed, work would begin upon the school buildings.<sup>127</sup> A site of ten acres was donated to the association in March, 1870, and a contract awarded for the erection of the buildings in May of the same year.<sup>128</sup> Although the contractors had completed excavating the foundation the following year,<sup>129</sup> the work proceeded slowly. Even the receipt of a State appropriation in 1872 of \$5,000 annually for three years<sup>130</sup> did not hasten the process. It was not until five years later that the local press announced that the normal school would open a summer session on May 14, 1877.<sup>131</sup> Later in the same year (September 14, 1877), the Central State Normal was officially proclaimed the State normal school for the eighth district.<sup>132</sup>

The State normal school of the thirteenth district traces its origins to the Carrier Seminary, established by the Erie Conference of the Methodist Episcopal Church, in 1866.<sup>133</sup> Although previous attempts had been made to organize a State normal school at Clarion, it was not until 1886 that sufficient interest could be aroused and the necessary funds subscribed to purchase the Carrier Seminary building and grounds for the sum of \$25,000.<sup>134</sup> At the same time contracts were

<sup>125</sup> Wickersham, *History of Education*, 639.

<sup>126</sup> Clinton County, Deed Book, T, p. 406 (February 14, 1870), Courthouse, Lock Haven.

<sup>127</sup> Lock Haven *Clinton Democrat*, February 24, 1870. The early minutes of the trustees are missing. There are no minute books prior to November 19, 1914.

<sup>128</sup> Lock Haven *Clinton Democrat*, March 10, May 12, 1870.

<sup>129</sup> *Ibid.*, June 15, 1871.

<sup>130</sup> Act of April 8, 1872, Pennsylvania, *Laws*, 1872, p. 989.

<sup>131</sup> Lock Haven *Clinton Democrat*, April 19, 1877.

<sup>132</sup> A. N. Raub, "Report of the Principal of the Normal School of the Eighth District," *PRSPI*, 1878, pp. 253-54.

<sup>133</sup> By legislative enactment (1874) the eighth normal school district was divided into two parts, one of which was designated the thirteenth normal school district. Act of May 8, 1874, Pennsylvania, *Laws*, 1874, p. 120. Clarion State Teachers College, *Fifty Years of Recollections and Progress* (Clarion, 1937), 8, in Library, Clarion State College; A. J. Davis, "Report of the Principal of the Normal School of the Thirteenth District," *PRSPI*, 1887, p. 193. Davis gives 1867 as the date of the founding of Carrier Seminary.

<sup>134</sup> Clarion State Teachers College, *Fifty Years*, 8 ff.; Clarion County, Deed Book, No. 104, p. 427 (December 28, 1886), Courthouse, Clarion.

negotiated for the erection of dormitories. These were in such a state of readiness by February, 1887, as to enable the State Superintendent of Public Instruction to recognize the Clarion State Normal School (February 15, 1887) as the normal school of the thirteenth district.<sup>135</sup> On April 12th of the same year, the institution was opened for instruction with an enrollment of 140 students.<sup>136</sup> Although the school functioned as a corporation during the ensuing years, it was not chartered until 1915.<sup>137</sup>

Lacking educational facilities beyond the common school, interested citizens of the town of Slippery Rock, Butler County, called a meeting in December, 1887, to discuss the possibility of providing for their children some form of post-elementary training. Specific direction was given to this movement when it was learned that there was as yet no State normal school for the eleventh district.<sup>138</sup> A stock company was formed (1888), styled the Slippery Rock Normal School Association, which organized by electing a board of trustees to carry the work forward.<sup>139</sup> Shortly after their formation the trustees obtained a site for the proposed school, and awarded the building contracts.<sup>140</sup> By February 1, 1889, the building and facilities were sufficiently advanced for the association to achieve formal recognition as the State normal school of the eleventh normal school district.<sup>141</sup> A month later the faculty was elected, and the school began its first term, March 26, 1889, with 168 pupils in attendance.<sup>142</sup>

<sup>135</sup> Davis, "Report of the Principal," *PRSPI*, 1887, pp. 193-94.

<sup>136</sup> Clarion State Normal School, Student Register, April 12 to July 1, 1887, in President's Office, Clarion State College.

<sup>137</sup> Clarion County, Corporation Docket, No. 2, p. 103 (August 14, 1915), Court-house, Clarion.

<sup>138</sup> Slippery Rock State Normal School, *Catalogue* (1889), 11, in Library, Slippery Rock State College; Mrs. George Shrempp, "Early Schools of Slippery Rock Borough and Vicinity," *Souvenir History of Slippery Rock, Pa.* (Slippery Rock, 1925), 31-32.

<sup>139</sup> Slippery Rock Normal School, Minutes of Stockholders, I, March 9, 1888, pp. 1 ff., President's Office, Slippery Rock State College.

<sup>140</sup> Slippery Rock Normal School, Minutes of Trustees, March 19, May 7, 1888, pp. 19, 41, President's Office, Slippery Rock State College.

<sup>141</sup> James E. Morrow, "Report of the Principal of the Normal School of the Eleventh District," *PRSPI*, 1889, p. 176.

<sup>142</sup> *Ibid.*; Slippery Rock State Normal School, *Catalogue* (1889), 5, 10. So far as State and county records reveal, Slippery Rock State Normal School was never incorporated. According to the son of C. W. Bard, first secretary of the board of trustees, this failure to obtain a charter was deliberate, because it enabled the majority stockholders to rid themselves of a dissident minority. Interview held July 19, 1951.

The early history of the movement to establish a State normal school for the fourth normal school district is somewhat obscure.<sup>143</sup> Existing documents credit the Reverend Chandler A. Oakes as the leading spirit in the founding of East Stroudsburg State Normal School.<sup>144</sup> A site was obtained in 1891, and the corner stone of the first building was laid July 4, 1892.<sup>145</sup> On March 23, 1893, the school was proclaimed the State normal school for the fourth district; and on September 4th of the same year, the institution was opened with an initial enrollment of 320 students.<sup>146</sup> It was not until after the school had been officially recognized that a charter was procured from the local court.<sup>147</sup> Similarly, the first certificate of stock issued by the corporation bears the date of July 1, 1893.<sup>148</sup>

Cheyney State Teachers College, the last of the Commonwealth's teacher-training institutions, owes its existence to the benevolence of a Philadelphia Quaker, Richard Humphreys. His will, probated in 1832, set aside the sum of \$10,000 to be paid over "to such benevolent society or institution . . . having for its object . . . design of instructing the descendants of the African Race, in school learning, in the various branches of the mechanic arts and trade, and in agriculture in order to prepare and fit and qualify them, to act as teachers in such of those branches of useful business as in the judgment of the said society they may appear best qualified for." The institution was to be located not far distant from the City of Philadelphia and to be "under the care, management, and control of such persons only as are or may be members of the Yearly Meeting of the Religious Society of Friends,

<sup>143</sup> Volume one of the minutes of the trustees is missing, and the extant legal records of East Stroudsburg State Normal School postdate the institution's recognition as a State normal school.

<sup>144</sup> East Stroudsburg State Normal School, *Catalogue* (1893-94), 30, in President's Office, East Stroudsburg State College.

<sup>145</sup> *Ibid.* (1951-52), 15; (1893-94), 30; *The Normal Echoes*, 1 (October, 1895), 7, in President's Office, East Stroudsburg State College.

<sup>146</sup> G. P. Bible, "Report of the Principal of the Fourth District," *PRSPI*, 1894, p. 217.

<sup>147</sup> Monroe County, Miscellaneous Book, D, 56 (August 21, 1893), Courthouse, Stroudsburg.

<sup>148</sup> East Stroudsburg State Normal School, Stock Record, July 1, 1893, to April 30, 1910. See also Stock Certificate #1, in the amount of 5 shares issued to Geo. L. Adams, July 1, 1893. Both items are in the Business Office, East Stroudsburg State College.

commonly called Quakers. . . ."<sup>149</sup> Five years later "At a meeting of a number of Friends . . . there was a general expression of sentiment in favor of forming an Association to be composed exclusively of Members of the Religious Society of Friends, for the purpose of benefiting the Colored people by educating a portion of their youth in school learning, in the mechanic arts and trades, and in agriculture. . . ."<sup>150</sup>

A constitution was adopted under the name of "The African Institute," which was later changed to "The Institute for Colored Youth."<sup>151</sup> Later in the same year (1837) the managers applied for and received the legacy of Richard Humphreys, which had now grown to \$13,311.98.<sup>152</sup> Now possessed of adequate funds, the institute purchased a farm (1839) of more than 133 acres in Bristol Township, Philadelphia County, where a school was opened October 5, 1840, with five boys from the "Shelter for Colored Orphans."<sup>153</sup> Two years later (1842) the institute was chartered by the State legislature.<sup>154</sup>

In 1853 the school was made coeducational; and in 1857 it was decided to give preference "to such applicants for admission as purpose to become teachers of schools or instructors in useful arts," since "the preparation of young persons for teachers was an object of primary importance in the founding of the Institute and is one which the Managers have much at heart."<sup>155</sup> The managers were informed of a gratifying result of their labors in the appointment of one of their graduates (1863) as the first Negro teacher in the Philadelphia public schools.<sup>156</sup> Practice teaching for a limited number of seniors in the Institute's "girl's high school" was inaugurated in 1867. Two years later, "a regular course of normal instruction" was introduced with the formation of "The Normal Class."<sup>157</sup>

<sup>149</sup> Minutes of Trustees of Legacy of Joseph Humphreys, 6th Month 13, 1832. These minutes, as well as the minutes of corporation and minutes of managers of the African Institute, the Institute for Colored Youth, and the Cheyney Training School for Teachers (to March 6, 1922) are in the Department of Records, Society of Friends of Philadelphia, 302 Arch Street, Philadelphia.

<sup>150</sup> Institute for Colored Youth, Minutes of Association, I, 2nd Month 18, 1837.

<sup>151</sup> *Ibid.*, 2nd Month 25, 4th Month 19, 1837.

<sup>152</sup> Minutes of Trustees of Legacy of Joseph Humphreys, 12th Month 30, 1837.

<sup>153</sup> Institute for Colored Youth, Minutes of Association, I, 7th Month 2, 1839; 4th Month 21, 1841.

<sup>154</sup> Act of June 23, 1842, Pennsylvania, *Laws, 1842*, p. 299.

<sup>155</sup> Institute for Colored Youth, Minutes of Corporation, I, 5th Month 31, 1853; 5th Month 26, 1857; *The American Freedman*, I (February, 1867), 165.

<sup>156</sup> Institute for Colored Youth, Minutes of Managers, II, 5th Month 4, 1863.

<sup>157</sup> *Ibid.*, III, 12th Month 10, 1867; 9th Month 14, 1869.



At the turn of the century, the managers decided to transform the institute into an "industrial Normal School" and to purchase a farm at Cheyney for this purpose. This was accomplished, and the institute was opened at its new location on October 4, 1904.<sup>158</sup> Ten years later the corporation resolved to change the name of the institute to harmonize with what had already become its primary purpose. Consequently, by decree of the Court of Common Pleas of Delaware County (July, 1914), the Institute for Colored Youth became the Cheyney Training School for Teachers.<sup>159</sup> This was followed on June 24, 1920, by its formal recognition as a State normal school.<sup>160</sup>

The normal school act of 1857 designated the State, or its duly constituted representatives, as the ultimate authority with respect to the instructional concerns of the State normal schools, particularly those that related to the training of teachers; but it made little or no provision for the Commonwealth's participation in their management or control. In fact, the law specifically stipulated "That the pecuniary affairs of each of said Schools shall be managed, and the general control exercised by a Board of Trustees . . . to be chosen by the contributors or stockholders."<sup>161</sup> The act, according to the Superintendent of Common Schools, "simply contemplated the establishment of a certain number of private institutions for the training of teachers under some general State supervision. The State at first made no appropriations to them, and designed to make none."<sup>162</sup>

However, as the legislature began to pour funds into the State normal schools it soon reached a point where it had "more money invested in some of the Normal schools than have individuals, and about as much in others, and a policy has been forced upon it, not at first contemplated, of demanding a direct voice and vote in their management."<sup>163</sup> This change in approach was first manifested in 1872, in an act of legislature directing the State superintendent to appoint "on or before the first Monday of May, annually, two citizens of each normal school district in which a normal school is in operation, and which has received or shall receive any appropriation from the state, to act as trustees on the part of the state," with equal rights and

<sup>158</sup> *Ibid.*, V, 11th Month 18, 1902, pp. 182-83; 9th Month 20, 1904, p. 224.

<sup>159</sup> *Ibid.*, VI, 1st Month 20, 1914; Minutes of Corporation, 3rd Month 17, 1914; Delaware County, Charter Book, E, p. 53 (July 15, 1914), Courthouse, Media.

<sup>160</sup> Cheyney Training School for Teachers, *Catalogue* (1920-21), 7, in Library, Cheyney State College.

<sup>161</sup> Act of May 20, 1857, Pennsylvania, *Laws, 1857*, p. 581.

<sup>162</sup> *PRSCS, 1873*, p. xviii.

<sup>163</sup> *Ibid.*, xix.

privileges of other trustees.<sup>164</sup> The following year the State appropriated \$50,000 to the normal schools to be distributed by a commission composed of the Governor, the Superintendent of Common Schools, and the Attorney General, "on such terms and conditions as they may determine, looking to the interests of the State as well as the welfare of the schools."<sup>165</sup> Unrestricted by specific directives, the commission allocated the money equally to five normal schools (Millersville State Normal School refused to accept the appropriation under the terms imposed by the commission) on condition that they execute "to the Commonwealth mortgages, each for the amount specified of and upon all the real estate owned or held by them respectively."<sup>166</sup>

Seeking a larger measure of representation and a more direct means of control, the General Assembly passed legislation (1874) decreeing that trustees be appointed to the State normal schools by the stockholders and the State "in the proportion as nearly as may be practicable to the amounts of money each school has received from private sources and from the state, respectively."<sup>167</sup> This was given more precise definition, the following year, by an act which decreed that each State normal school shall be managed by a board of eighteen trustees, "twelve elected by the contributors or stockholders and six appointed by the superintendent of public instruction." Further, the same legislation reiterated means of control previously exerted by empowering a commission composed of the Governor, the Superintendent of Public Instruction, and the Attorney General to distribute all appropriations to the State normal schools, "on such conditions as shall protect the interest of the state, and do exact and equal justice to the several schools." Finally, the law prohibited the normal school trustees from making any changes in their by-laws and rules for regulating their proceedings without the approval of the State superintendent.<sup>168</sup>

But even these measures proved insufficient to ensure the proper management and the untrammelled continuation of the function for which the normal schools were established. Fear of the possible subversion of the normal schools to private interests, and the need for the exercise of more rigorous control over their affairs were expressed by the State superintendent in 1910. He said:

<sup>164</sup> Act of February 15, 1872, Pennsylvania, *Laws, 1872*, p. 16.

<sup>165</sup> Act of April 9, 1873, sec. 16, Pennsylvania, *Laws, 1873*, p. 9.

<sup>166</sup> *PRSCS, 1873*, p. xli.

<sup>167</sup> Act of May 14, 1874, Pennsylvania, *Laws, 1874*, p. 155.

<sup>168</sup> Act of April 12, 1875, *ibid.*, 1875, p. 43.

The normal schools need the attention of the legislature. Under the recent rulings of the courts these institutions are in the hands of private corporations, and wherever property has been acquired on which the State holds no mortgages, such property might be sold for the benefit of the stockholders, even though appropriations by the State may have been used in the purchase of the same. It would be unjust to say that this is likely to be done at this time by the stockholders and trustees of any one of the thirteen schools, but the possibility of such sale should be made an impossibility by wise and efficient legislation, thus removing the temptation for all time to come.

. . . When the schools were first established every man of means in the community became a contributor and no respectable man could escape the taking of stock. Hence the necessity of securing a quorum for the transaction of business led to the appointment of stockholders as State Trustees. For several years it has been deemed wise to select the State Trustees from citizens who do not own stock, either directly or indirectly. But this policy has not been sufficient to eliminate local troubles from the management of the schools. Whenever two banks become rivals for the deposits of the money which these schools handle, the welfare of the school may become a secondary consideration. If a rich man's son is disciplined, he buys up stock and tries to get even with the Principal by a change in the Board of Trustees. There is at present a constant temptation to subordinate the highest interests of the school to the business interests or professional advancement of some relative or friend of an influential stockholder. The heroic days in which the Trustees made sacrifices and pledged their property, and even their very homes, in order to save the credit of the school and to keep it alive, are now past, and it is a question worthy of consideration whether the State should buy the stocks which were originally issued, and should assume entire control, or whether a representation on the Board of Trustees proportionate to the money which the State has invested in the property will suffice to eliminate local fights from the management of these schools. It should never be forgotten that it is the aim of the State Normal Schools to prepare teachers for the public schools, and that the interests of banks, business houses and stockholders, should always be subordinated to the lofty purposes for which these schools were established.<sup>169</sup>

Probably swayed by the force of these arguments, the legislature in a new school code made provision for the purchase of the schools "In order that the State Normal Schools may be owned and controlled by the Commonwealth." Appropriations for such purpose were to be made in each succeeding session of the legislature. As the schools became the property of the State, they each were to be governed by

<sup>169</sup> *PRSPI*, 1910, pp. ix-x.

a board of nine trustees appointed by the State Board of Education.<sup>170</sup> On July 30, 1913, the State acquired sole ownership of its first normal school, the West Chester State Normal School; and by 1922 the process had been completed in the acquisition of the State normal school at Mansfield.<sup>171</sup>

In addition to contributing to the support of the State normal schools, the legislature initiated a policy, in 1866, of inducing students to attend the schools by helping to defray a portion of their tuition expenses. A subsidy of fifty cents a week was given to each pupil over seventeen years of age if he signed a written declaration of his intention to teach in the common schools of the State. Further, upon graduation the fledgling teacher was awarded an additional sum of fifty dollars if he agreed to serve in the State's common schools for at least two full years.<sup>172</sup> The practice established in 1866 was expanded at the turn of the century to cover the entire cost of tuition. "For each student over 17 years of age who shall sign an agreement binding said student to teach in the common schools of this State two full annual terms, there shall be paid the sum of one dollar and fifty cents a week, in full payment of the expenses for tuition of said student."<sup>173</sup> This was hailed by the State superintendent as "a new departure in the Normal School policy of Pennsylvania. It forever abolishes the payment of fifty dollars as a fee on graduation, and removes the pressure on the State Board of Examiners to graduate students who spent the last cent in getting an education and who were counting on the graduation fee for aid in payment of their tuition."<sup>174</sup>

The State normal school of the nineteenth century and the early part of the twentieth century was essentially a secondary school. Since its primary concern was the preparing of teachers for the common or elementary schools of the State, its basic curriculum—the course which was most emphasized and which enjoyed the largest student

<sup>170</sup> Act of May 18, 1911, sec. 2032-2039, Pennsylvania, *Laws, 1911*, p. 409.

<sup>171</sup> Pennsylvania Department of Public Instruction, *Significant Dates in the Development of the State Normal Schools into State Teachers Colleges*. The deeds of transfer are recorded in the offices of the recorders of deeds in counties where the schools were located. See, for example, Clinton County, Deed Book, No. 90, p. 662 (September 3, 1914), Courthouse, Lock Haven; Clarion County, Deed Book, No. 104, p. 430 (December 8, 1915), Courthouse, Clarion; Columbia County, Deed Book, No. 90, p. 68 (May 22, 1916), Courthouse, Bloomsburg; Monroe County, Deed Book, No. 83, p. 130 (November 20, 1918), Courthouse, Stroudsburg; Tioga County, Record Book, No. 166, p. 567 (September 5, 1922), Courthouse, Wellsboro.

<sup>172</sup> Act of April 11, 1866, sec. 16, Pennsylvania, *Laws, 1866*, p. 73.

<sup>173</sup> Act of July 18, 1901, sec. 8, *ibid.*, 1901, p. 839.

<sup>174</sup> *PRSPI, 1901*, p. iv.



attendance—reflected this purpose. Consequently, the first officially sanctioned program of studies adhered faithfully, with respect to content, to the mandated outline contained in the act of 1857. Millersville State Normal School, even prior to its recognition as a State normal school, offered the following approved courses of study designed to prepare teachers for the common schools and for “English High Schools.”

#### Normal Course

Students with a *fair* knowledge of the branches of study required by law to be taught in Common Schools, can enter this course and graduate in two years. Those who pass the required examination will receive a Diploma from the State. To all except experienced and successful teachers, an attendance upon two courses of lectures on Teaching, and practice in the Model School during one term, are indispensable to graduation.

The Studies of the respective terms are as follows:

First Term—Orthography and Etymology, Reading and Elocution, Writing and Drawing, Geography, Mental Arithmetic, Grammar, Vocal Music.

Second Term—Reading and Elocution, Writing and Drawing, Physical Geography, Higher Grammar, Elements of Algebra, Physiology, Theory of Teaching, Vocal Music.

Third Term—History of the United States, Algebra, Elements of Natural Philosophy, Rhetoric, Geometry (Five Books), Theory of Teaching, Book-Keeping.

Fourth Term—Geometry Completed, and Plain Trigonometry, Elements of Chemistry, Botany or Zoology, Practice of Teaching.

#### Scientific Course.

Graduating in the Normal Course, or entering with the required preparation, Students can continue their studies for three terms, and graduate in the Scientific Course. It is the design of this Course to prepare Teachers for English High Schools. The studies are as follows:

First Term—Higher Algebra, Analytical Trigonometry (Half Term), Spherical Trigonometry and Surveying (Half Term), Ancient History, English Literature.

Second Term—Conic Sections and Analytical Geometry, Modern History, or Acoustics and Optics, Mental Philosophy, Geology.

Third Term—Differential and Integral Calculus, Astronomy, Moral Philosophy, Analytical Mechanics.<sup>175</sup>

<sup>175</sup> Lancaster Normal School, *Catalogue* (1858-59), 19-20. Millersville also offered a four-year “Classical Course” to prepare “Teachers for Classical High Schools” (pp. 20-21), but this was not considered to be the official province of the State normal school, as indicated by the curriculum adopted by the normal school principals and approved by the State superintendent in 1866.

With but minor changes, these courses as outlined (the two-year program was now designated the "Elementary Course") received the sanction of the normal school principals and the approbation of the State superintendent in 1866.<sup>176</sup> However, the State normal schools did not confine themselves to the prescribed curriculum. As a means of attracting students and making their enterprises profitable to the stockholders, many of them diversified their offerings, contrary to the purpose for which they were founded, to include preparation for college and for commercial life as part of their programs.<sup>177</sup> This tendency towards subversion of their proper objective was noted by the State superintendent in 1875, as he charged the normal schools with failure to produce professionally qualified teachers. He said:

In theory our State Normal Schools are all purely professional institutions, devoted exclusively to the education and training of teachers. And indeed this was the sole object of the State in erecting them. . . . But practically these institutions are as yet only mixed schools, open to all classes and grades of pupils of proper age, with but little regard to their previous qualifications or prospective occupations. Some of them are anxious to qualify themselves for teaching, others desire to prepare for college, while many of them simply wish to obtain a good practical education. . . . This condition of things is all wrong. These schools should be devoted exclusively to the preparation of teachers. It was for this purpose they were established. And it is not only a breach of public faith and an act of injustice to our colleges and other higher institutions of learning, but a perversion of the public funds, to divert these schools from the legitimate purpose for which they were founded. . . . Hence all thoughts of making money out of these schools by retailing knowledge to the general public, should now be abandoned. . . . For the State needs the professional services of these institutions. And if they were organized on a strictly Normal school basis, and wholly consecrated to the preparing of teachers, the good they would thus accomplish for the Commonwealth would be without limit.<sup>178</sup>

The normal school curriculum was revised from time to time, a most significant change being effected in 1900 by the adding of an additional year to the length of the various courses. "This is the

<sup>176</sup> *PRSPI*, 1866, pp. 329-30.

<sup>177</sup> Compare Edinboro State Normal School, *Catalogue* (1864-65), 27-28; Mansfield State Normal School, *Catalogue* (1864-65), 14-15; Bloomsburg State Normal School, *Catalogue* (1868-69), 17-20; West Chester State Normal School, *Catalogue* (1871), 8.

<sup>178</sup> *PRSPI*, 1876, pp. xxxiv-xxxv.

most important step of progress," declared the State superintendent, "which the system has made in forty years. It will bring the standard of graduation more fully into accord with that of the more progressive States. . . . Broader scholarship and fuller training on the part of those who graduate from our State Normal Schools, means enriched instruction in our public schools."<sup>179</sup>

However, despite the lengthening of the courses and the enriching of their content, the normal schools were still below the recognized college level. Students were admitted in 1909 without offering a diploma from a four-year high school. The State was not yet ready, according to the superintendent, to require graduation from high school as a pre-condition for matriculation. "It will be apparent," he said, "that Pennsylvania is not ready to impose a four years' high school training as a condition for entering the normal school. Wherever this policy has been adopted, the normal schools have become ladies' schools to a large extent, the young men going to professional and technical schools which they can enter with the same preparation."<sup>180</sup> Nevertheless, by 1916, the work of the normal schools was achieving recognition as worthy of limited college credit. At a meeting of the Department of Colleges and Normal Schools of the Pennsylvania State Education Association, held December 28, 1916, it was

Resolved, That it is the sense of this body that graduates of Pennsylvania State Normal Schools who have completed the four years' Normal School course and who had before entering the third year of the four years' Normal course satisfied the college requirements for admission to the Freshman class, be given credit for one year's work in college, with additional credits in Freshman or Sophomore work when such additional work done in the Normal Schools is equivalent to that done in class in College.<sup>181</sup>

This was a prelude to their achieving collegiate rank in their own right. In 1923, the legislature amended the act of 1895 governing the incorporation of degree-granting institutions to permit the State Council of Education to "confer upon educational institutions owned by the State the power to confer degrees, even though they do not have the property required by this section, and even though they are not chartered by the court or by act of Assembly, provided that such

<sup>179</sup> *Ibid.*, 1878, pp. xi-xiii; South-Western Normal College, *Catalogue* (1894-95), 31-35, California State College, California, Pennsylvania; *PRSPI*, 1900, p. v.

<sup>180</sup> *Ibid.*, 1909, p. xiv.

<sup>181</sup> *Pennsylvania School Journal*, LXV (March, 1917), 397.

institutions shall have educational standards equivalent to accredited institutions conferring similar degrees."<sup>182</sup> Armed with this power, the State Council of Education at its meeting in September, 1925, resolved to authorize each State normal school to confer the Bachelor of Science degree for specific curriculums as soon as the school forwarded proof that it was "prepared to meet and maintain the standards as at present set by the American Association of Teachers Colleges, or as modified by the State Council of Education and the standards set up by Act 206, P. L. 1923."<sup>183</sup> The following year ten of the fourteen State normal schools were granted the power to confer the degree, and simultaneously to change their names from State normal schools to State teachers colleges with the awarding of the first degree.<sup>184</sup> On May 30, 1932, the transformation was completed with the raising of Cheyney Training School for Teachers to a State teachers college.<sup>185</sup> Finally, all the State teachers colleges were made State colleges in January, 1960.<sup>186</sup>

Teacher training in Pennsylvania, relatively formless and lacking in content during the nineteenth century, gradually acquired professional status by the close of the first quarter of the twentieth century. This transformation was a concomitant of the recognition that adequate preparation for teaching requires a substantive as well as a methodological base. The creation of departments of education in the colleges and universities, and the elevation of the normal school curriculum from a secondary to a collegiate level, represented major steps in achieving such professionalization.

Of particular significance in the development of the field of education as a special area of study, was the emergence of graduate programs in the universities oriented in the direction of research. As early as 1896 the University of Pennsylvania was offering the Doctor of Philosophy degree for advanced study in "pedagogy."<sup>187</sup> In 1919, the university, at the request of the United States Bureau of Education, agreed to establish a "Research Station in Education."<sup>188</sup> This was followed, in 1930, by the university's approval of a graduate curriculum in the

<sup>182</sup> Act of May 23, 1923, Pennsylvania, *Laws, 1923*, p. 320.

<sup>183</sup> *PRSPI*, 1926, p. 88.

<sup>184</sup> *Ibid.*, 89-90; *ibid.*, 1928, pp. 145-46.

<sup>185</sup> D. E. Croslev, Secretary, State Council of Education, to Leslie P. Hill, President, Cheyney Training School for Teachers, April 5, 1932; Pennsylvania Department of Public Instruction, *Significant Dates*.

<sup>186</sup> Act of January 8, 1960, Pennsylvania, *Laws, 1959*, p. 2130.

<sup>187</sup> U.P., Minutes of Trustees, XIII, April 7, 1896, pp. 340-41.

<sup>188</sup> *Ibid.*, XVIII, December 8, 1919, p. 14.



School of Education leading to the degree of Master of Science in Education. Five years later (1935) the faculty in education further expanded the graduate offerings to include a program for the Doctor of Education degree.<sup>189</sup>

Temple University and the University of Pittsburgh also instituted graduate curriculums in education. The former announced (1923) a course of study leading to the degree of Master of Science in Education; and two years later (1925) authorized the faculty to formulate a program leading to the Doctor of Education degree.<sup>190</sup> The latter, in 1927, organized a division of research for the study of educational problems; and, after the elevation of the State normal schools to the status of teachers colleges, expanded its post-baccalaureate offerings in the School of Education to meet the increased demand for graduate study.<sup>191</sup>

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<sup>189</sup> *Ibid.*, XX, February 6, March 6, September 19, 1930, pp. 225, 297, 335; XXII, March 7, 1935, p. 127.

<sup>190</sup> Temple University, *Catalogue* (1923-24), 114; Minutes of Trustees, IX, December 4, 1925, pp. 1755-56.

<sup>191</sup> Starrett, *University of Pittsburgh*, 435, 443-44.



PART IV

*Special Aspects of Higher Education*





## CHAPTER XXII

### HIGHER EDUCATION OF WOMEN

#### 1. A WOMAN'S PLACE

Influenced by a long tradition inherited from other shores, our forebears of the eighteenth and nineteenth centuries insisted that a woman's place is in her home.<sup>1</sup> Needless to say, they have their disciples in twentieth-century civilization. If she were to receive even a modest education, it was less because as an individual she had an equal right to the cultural benefits which society might offer, than because as a mother and a housewife she might better perform her predestined role. This conception of the function of women was not held by the uneducated alone; it was shared by those whose learning and attainments marked them as leaders of men. Franklin wrote to Mary Stevenson: "The Knowledge of Nature may be ornamental, and it may be useful; but if to attain an Eminence in that, we neglect the Knowledge and Practice of Essential Duties, we deserve Reprehension. For there is no Rank in Natural Knowledge of equal Dignity and Importance with that of being a good Parent, a good child, a good Husband or Wife. . . ."<sup>2</sup>

One of the early proponents of education for women in Pennsylvania, Benjamin Rush, expressed his views on the reasons for educating women in an address delivered to the "Visitors of the Young Ladies' Academy" in Philadelphia, July 28, 1787. He maintained that "The early marriages of our women, by contracting the time allowed for education, renders it necessary to contract its plan, and to confine it chiefly to the more useful branches of literature. . . . They must be stewards, guardians of their husbands property. . . ." Further, he declared that "a principal share of the instruction of children naturally devolves upon the women. It becomes us therefore to prepare them

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<sup>1</sup>For a comprehensive and authoritative discussion, see Thomas Woody, *A History of Women's Education in the United States* (2 vols.; New York, 1929), I, 1-123.

<sup>2</sup>Smyth (ed.), *Writings of Benjamin Franklin*, IV, 22.

by a suitable education, for the discharge of this most important duty of mothers."<sup>3</sup>

A "suitable education" according to Rush, involved a "knowledge of the English language"; the "writing of a fair and legible hand"; a familiarity with "figures and book-keeping" so that "she may assist her husband" in his business activities; and acquaintance with "history, biography, and travels" in order to "qualify her not only for a general intercourse with the world, but, to be an agreeable companion for a sensible man." He insisted that "Vocal music should never be neglected, in the education of a young lady, in this country. Besides preparing her to join in that part of public worship which consists in psalmody, it will enable her to soothe the cares of domestic life." Nor was dancing to be considered "an improper branch of education for an American lady. It promotes health, and renders the figure and motions of the body easy and agreeable." Rush, however, objected to women learning to play a musical instrument, to "the practice of making the French language a part of female education in America," and to "drawing, as a branch of education for an American Lady" because of the time consumed in the learning of these subjects, the little or no use to which French would be put, and the subsequent distraction from home duties that would occur if these ornaments of education were subsequently pursued.<sup>4</sup>

There were even those of the fair sex who defended the education of women almost exclusively on the grounds of future domestic utility. In reply to a scurrilous attack on her sex, an indignant young lady wrote, in 1818:

Females in this country, in all circumstances above the very lowest, are early sent to school, where they are taught to sew, to read, and to write. If they are "above the necessity of labouring," they are kept at school until they are about fifteen, learning arithmetic, geography, grammar, and history. Do these studies tend to promote "domestic usefulness?" . . .

But here is the error:—too soon after they leave their schools, their books are abandoned in order that they may not be in "ignorance of economy." They must sew for their brothers, they must assist their mothers in the care of the house. . . . Another great error must be acknowledged as too general in the education of our girls. Without regard to taste, talents, or

<sup>3</sup> Benjamin Rush, *Thoughts Upon Female Education . . . Addressed to the Visitors of the Young Ladies Academy in Philadelphia, 28 July 1787* (Philadelphia, 1787), 3 ff., in the Historical Society of Pennsylvania.

<sup>4</sup> *Ibid.*, 3 ff., 15 ff.

circumstances, they must learn drawing, dancing, and musick. These are agreeable accomplishments, and not to be denied, where the wealth of the parent, and the genius of the child, render such instructions reasonable. But is it rational & proper, that these ornaments should be indiscriminately thrown upon females? . . .

Objectionable, however, as we think these elegant ornaments in the measure and universality of their use in our day, they do not prevent our daughters from becoming "gentle, most economical wives," when they are called to decide on the "Balance of Comfort." Their former habits have not induced an aversion to the "performance of woman's peculiar duties," the piano is now shut up, the dance is relinquished, & their "happiness," is found in the practice of as many social and domestick virtues as can be found amongst any women on the face of the earth.<sup>5</sup>

Nor were these voices stilled as the nineteenth century passed the half-way mark. Others arose to bolster up a position whose strength was beginning to wane under the inexorable demands of an industrial society. If necessity extended a woman's sphere beyond the confines of the home, propriety and the natural bent of her inclinations dictated that it be held within the bounds of the social services, particularly teaching. Governor Bigler of Pennsylvania expressed this point of view in an address delivered at the opening of Pennsylvania Female College in 1853:

I am, I must confess to you, my fair hearers, no advocate of Woman's rights, as practised by Lucretia Mott, Lucy Stone, Antionette Brown, and others of your sex—nor am I an admirer, to any extent, of the Bloomer costume. . . . Woman, from her delicate form and finer sensibilities, may not be permitted to appear in the halls of legislation nor to command on the field of battle. But in the domestic and social circles—in the great work constraining the youthful mind to right inclinations—in the formation of character, her influence is most potent.<sup>6</sup>

An even more vehement critic of the women's rights movement was the Reverend A. B. Clark, who would protect his daughter from "mixing up with a multitude, and as a public lecturer, catering to the perverted taste of a corrupted public"; who would keep his wife from being "arrayed in open discussion with libertines and skeptics"; and who would guard his mother from "the political arena as a combatant—a candidate for office in these days of political degeneracy and cor-

<sup>5</sup> *Pittsburgh Gazette*, October 27, 1818.

<sup>6</sup> *Addresses at the Opening of the Pennsylvania Female College, Harrisburg* (September 5, 1853), 13-14, in the Historical Society of Pennsylvania.

ruption, to be held up, by the world, as dishonest, debased, corrupt and vile." Such activities, he maintained, were opposed to "nature, reason, common sense, and the teachings of Holy Writ." For God intended woman for motherhood and the keeping of the home; and she must not depart from these sacred tasks.<sup>7</sup>

Many professional educators, though less polemical in their utterances, subscribed to the traditional concept of "Woman's Proper Sphere." At the Pennsylvania State Educational Convention (August 6, 1862), the committee on "The Relation of Academies, High Schools and Female Seminaries to Common Schools and also to Colleges," stated in part:

The indirect relation of the Female Seminary to the College presents a theme on which the mind of the educator would gladly dilate. Educated women,—educated we mean in the best class of our Female Seminaries,—subserve the cause of education, it is confidently believed, even more effectually than educated men. The father cannot oversee and direct the early training of his sons, nor exercise that constant and pervading influence over their minds during the early and most interesting period of their development. But the educated mother can, and very generally does, give a gentle and almost imperceptible bias to the tender, plastic spirit, that guides its undeviating course throughout life.<sup>8</sup>

Her education, consequently, aimed to subserve the basic role of woman as mother and as teacher. It was less concerned with her development as a person than it was with her training as a functional instrument, whose peculiar attributes could be utilized to advance the special interest of the family and the social interest of the educational system. "The sphere which woman occupies," said Lucius H. Beebe in his inaugural address as president of Allegheny College (1875), "as the center of home and social life; as the mother, and largely the educator of the race, demands that her education should be appropriate, and have special reference to her duties and responsibilities."<sup>9</sup>

When women began to leave the sheltered cloister of the home they were not always received with the courtly gentility accorded their sex in the nineteenth century. Particularly was this so when they entered fields that men considered exclusively their own. The history of Woman's Medical College is replete with accounts of the trials and

<sup>7</sup> A. B. Clark, "Woman's Proper Sphere," *Pennsylvania School Journal*, III (July, 1854), 27 ff.

<sup>8</sup> *Ibid.*, XI (September, 1862), 94.

<sup>9</sup> Allegheny College, *Catalogue* (1875-76), 51.



contumelies suffered by women at the hands of the "superior" sex. Resolutions denying them admittance to the councils of the Pennsylvania State and Philadelphia County Medical Societies were passed by those bodies. The former declared in 1860, "That it is the sense of this Society that Members of the regular profession can not consistently with sound Medical ethics consult or hold professional intercourse with the Professors or graduates of Female Medical Colleges. . . ." <sup>10</sup> The County Medical Society resolved "That, in conformity with what they believe to be due to the profession, the community in general and the female portion of it in particular, the members of this Society cannot offer any encouragement to women becoming practitioners of medicine, nor, on these grounds, can they consent to meet in consultation with such practitioners. . . . In no other country than our own, is a body of women authorized to engage in the general practice of medicine." <sup>11</sup>

Nor were the medical faculties of the venerable schools or their male students any more kindly disposed towards their female counterparts. The professors of the University of Pennsylvania Medical School and the Jefferson Medical College, meeting in secret session, passed resolutions "seemingly prepared beforehand, condemning all medical instruction to mixed classes of male and female students . . . without any discussion whatever." <sup>12</sup> When women medical students were finally admitted to the clinical lectures at the Pennsylvania Hospital (1869) they suffered such indignities at the hands of their "gentlemen" colleagues, that a storm of protest arose against such treatment. <sup>13</sup> A description of the event appeared in the *Evening Bulletin*.

When the ladies entered the amphitheatre they were greeted by yells, hisses, "caterwaulings," mock applause, offensive remarks upon personal appearance, etc. . . . During the last hour missiles of paper, tinfoil, tobacco-quids, etc., were thrown upon the ladies, while some of these men defiled the dresses of the ladies near them with tobacco-juice.

<sup>10</sup> Female Medical College, Minutes of Corporators, II, June 8, 1866, in the Comptroller's Office, Woman's Medical College, Philadelphia.

<sup>11</sup> "Women as Physicians," reprint from *The Philadelphia Medical and Surgical Reporter* (April 6, 1867), 2.

<sup>12</sup> *Philadelphia Press*, November 18, 1869.

<sup>13</sup> Marshall, *Woman's Medical College*, 17 ff.

It is but just to the ladies to say that they maintained their position as scientific students by a quiet and modest demeanor. It was quite evident from their general appearance that none of them had ever been accustomed to the association of such unmannerly men (?) before.<sup>14</sup>

## 2. A WOMAN'S MIND

Just as her place in society was limited, so a woman's mind was considered capable of only limited functions. It was generally conceded that women had minds, but of an inferior quality, incapable of the depth, the scope, and the analytical powers fondly attributed by males to their own. This conception was entertained even by many of those who supported the idea of equal education for the sexes. The "Committee on the Co-education of the Sexes," in its report to a meeting of the Pennsylvania State Teachers Association (August 1, 1854), granted "that the male mind is capable of closer application, deeper investigation—that its mental momentum is greater," but declared "it will by no means follow that the same study and discipline are not best adapted for both."<sup>15</sup>

The accumulated experiences with coeducation and the favorable reports emanating from nascent institutions of higher education for women, gradually served to dispel the notion of the mental superiority of men. At the close of the first year of instruction (1851), the faculty of the Female Medical College of Pennsylvania took

pleasure and pride in announcing, that the . . . manner in which the various branches presented were grasped, comprehended and matured by the Students, affords the most gratifying assurance that the idea of instructing Woman in the Science of Medicine is not a delusive one. The general intelligence and entire respectability of the Class were such as to elicit the admiration of the Faculty. The quality of mind displayed by them, through the whole Course, was that of an extraordinary character, and would have done credit to the most favored Institution of the Country.<sup>16</sup>

In an article favoring the equal education of the sexes, the President of the University of Michigan stated:

That women are capable of the highest culture, the generation to which Mrs. Somerville and Mrs. Browning belong will hardly deny. That tens of thousands of our young women are capable of reaching that not very exalted height of learning

<sup>14</sup> *Philadelphia Evening Bulletin*, November 8, 1869.

<sup>15</sup> *Pennsylvania School Journal*, III (September, 1854), 89.

<sup>16</sup> Female Medical College, *Annual Announcement* (1851), 6-7.

to which a college course carries a young man, I will not stop to prove. I may take it for granted that they can profitably push their studies as far as the average candidate for the degree of Bachelor of Arts has advanced with his work at his graduation.<sup>17</sup>

President Magill of Swarthmore College supported this statement, and pointed to the experience of the University of Michigan where "The best Greek scholar among the 1300 students of the University of Michigan a few years past; the best mathematical scholar in one of the largest classes of the institution today; and several among the highest in natural science, and in the general courses of study, are young women." He concluded by stating:

The time will come when our posterity will read with amazement and incredulity the statement that in the city of Philadelphia, after the middle of the nineteenth century, the question was seriously entertained by a dignified and intelligent body of educators in advance of their age in many things, whether women were intellectually equal to men, and whether the sexes should be educated together in our higher institutions of learning.<sup>18</sup>

Perhaps the most cogent and persuasive arguments, consistent with modern findings and in harmony with democratic concepts, were those presented by Caroline Davis (1853) to a meeting of the Allegheny Teachers' Association:

Should one half of the world be educated as though they had minds, and the other half as though they had not? And if so, why?—Should it be because, as it is said, woman is not endowed with faculties equal to those of man?—But is it true that her powers are more limited, or that there is a point in intellectual advancement to which man is capable to attain and woman not?—We are not of those who admit that man enjoys any such superiority, or that woman is his inferior in any other respect than in physical strength. . . .

. . . there is an inexhaustable mine of exalted pleasure in intellectual acquirements, and has not woman a right to share this equally with man?—By what authority does he appropriate it exclusively to himself? Is woman by her nature disqualified for such enjoyment? By no means. We contend that she has a right to use and enjoy all things in this world, the pleasures of science not excluded. If then we would see woman occupying

<sup>17</sup> *Pennsylvania School Journal*, XXI (July, 1872), 10.

<sup>18</sup> *Ibid.*, XXI (September, 1872), 103-104.

the position in society, and rendering to the world the full measure of benefit, which her Maker destined she should, let the evils in female education be remedied—let the value of woman in the scale of being be estimated rather by moral and intellectual worth, than by the empty and fleeting charm of personal attractions.<sup>19</sup>

### 3. COEDUCATION

Coeducation early made its appearance in the elementary and secondary schools of the nation, albeit slowly and hesitantly.<sup>20</sup> But its introduction into the halls of higher education in Pennsylvania had to await the overcoming of considerable opposition; and, consequently, was delayed until the second half of the nineteenth century. In addition to the widely held belief that women were incapable of advanced study, there was an aversion to their indiscriminate mingling with males in the formative years of their lives. Many agreed with Benjamin Rush when he declared that "By the separation of the sexes in the unformed state of their manners, female delicacy is cherished and preserved."<sup>21</sup>

These conceptions, in combination, continued to dominate the minds of educators, and militated against the adoption of the principle of coeducation in the colleges and universities of the State. They were doubtless responsible for the defeat of its protagonists in the convention of the Pennsylvania State Teachers Association held in 1854. "Mixed schools, like camp-meetings," declared Dr. Kennedy, President of the Polytechnic College of Pennsylvania, "had grown out of the early necessities of the country, and . . . , when circumstances permitted, this monstrosity would naturally disappear from amongst us." The report approved by the convention stated: "We feel confident . . . that as an all-wise Creator has ordained that the spheres of man and woman should be different, so their education must be pursued separately, otherwise neither can be brought to the highest point of perfection."<sup>22</sup>

Much the same attitude pervaded the State Educational Convention of 1862. Regarding collegiate instruction as beyond the scope of women's education, and coeducation as anathema to delicate sensibili-

<sup>19</sup> Caroline Davis, "Female Education," *Pennsylvania School Journal*, I (May, 1853), 431-32.

<sup>20</sup> Woody, *History of Women's Education*, II, 224 ff.; Mulhern, *Secondary Education*, 400 ff.

<sup>21</sup> Rush, *Thoughts Upon Female Education*, 23.

<sup>22</sup> *Pennsylvania School Journal*, III (January, 1855), 202, 211 ff.



ties, the committee on "The Relations of Academies, High Schools and Female Seminaries to Common Schools and also to Colleges," insisted that

In a very few isolated cases, ladies have sought, in the society and under the protection of their brothers, the advantages of the class-room and lecture hall of some venerable Alma Mater. —But we know of no instance of a graduate or alumna of a regular Female Seminary, presenting her papers at a College gate for matriculation. Such a spectacle, perhaps, would be admired by some as a noble specimen of female heroism. But by the general sentiment of our American society, it would rather be regarded an unwonted effort to gain the eclat of special strong-mindedness, and at a sacrifice of what, we hope, our country women will ever prize above,—even the highest reputation for literary attainments,—the gems of unsullied delicacy of thought, taste, and manners, and a sense of propriety, undimmed by the slightest divergencies, that college inter-course might possibly induce.<sup>23</sup>

It was not until 1872, consequently, that the proponents of coeducation were able to garner sufficient strength to persuade the Pennsylvania State Teachers Association to endorse "the sentiment of the Co-education of the Sexes in all institutions designed for general education."<sup>24</sup>

Despite the existing prejudice most of the colleges and universities founded in the nineteenth century after 1850 were coeducational. It was in these institutions, then, that the phenomenon first made its appearance. The University of Northern Pennsylvania opened its doors, December 2, 1850, to both men and women.<sup>25</sup> Waynesburg College commenced instruction the following year (November 4, 1851), and conferred the degree of Bachelor of Science on three women in 1857.<sup>26</sup> Admitting women on a parity with men from its inception in 1852, Westminster College conferred the Bachelor of Arts degree on its first woman graduate from the regular college course on July 1, 1857.<sup>27</sup> A further step was taken in 1853 by the establishment of the first

<sup>23</sup> *Ibid.*, XI (September, 1862), 94.

<sup>24</sup> *Ibid.*, XXI (September, 1872), 106.

<sup>25</sup> Honesdale *Wayne County Herald*, November 21, 1850.

<sup>26</sup> A. B. Miller, "Waynesburg College," College and University Council, "Biennial Report on Higher Education," *PRSPI*, 1900, p. 167; Waynesburg College, *Catalogue* (1858), 5; Diploma of Margaret L. Needham, September 23, 1857, Waynesburg College.

<sup>27</sup> Westminster College, *Catalogue* (1853-54), 16-17; Minutes of Trustees, I, July 1, 1857, p. 73.

coeducational medical school in the country, the Penn Medical College, later changed to Penn Medical University.<sup>28</sup> Without recounting the history of institutions already treated in Part I, it is sufficient to note that as the century advanced the following coeducational colleges were founded: Mount Pleasant College, 1855;<sup>29</sup> Westmoreland College, 1862;<sup>30</sup> Swarthmore College, 1862;<sup>31</sup> Lebanon Valley College, 1866;<sup>32</sup> Lambeth College, 1868;<sup>33</sup> Cherry Tree Male and Female College, 1868;<sup>34</sup> Thiel College, 1869;<sup>35</sup> African College, 1869;<sup>36</sup> Monongahela College, 1869;<sup>37</sup> Juniata College, 1876;<sup>38</sup> Grove City College, 1884;<sup>39</sup> and Elizabethtown College, 1899.<sup>40</sup>

Institutions of higher learning originally established exclusively for men were, for the most part, reluctant to disturb the unruffled tenor of tradition by admitting women. But, as in life, so in the various areas of higher education, at least one intrepid female came forth to challenge the validity of male chauvinism. Slowly and gradually, feminine persistence bore fruit, so that scarcely a door hitherto closed to her does not now open at her insistent call. Allegheny College, for example, first considered the question of admitting women in 1867. Though a few of the faculty were sympathetic to the idea, the majority opposed it. Consequently, it was not until 1870 that the trustees resolved "That Allegheny College be opened hereafter for the education of ladies."<sup>41</sup> This decision was approved the following year by the Board of Control of the Methodist Episcopal Conference, and the previous resolution was revised to read "That ladies be admitted as students of Allegheny College on the same terms as that of gentlemen."

<sup>28</sup> Penn Medical College, *Spring Announcement* (1853), 10; Penn Medical University, *The Penn Medical University, Its Origin, Principles and Characteristics* (circa 1878), 4. Both items are in the Historical Society of Pennsylvania.

<sup>29</sup> Mount Pleasant College, *Catalogue* (1855-56), 1 ff.

<sup>30</sup> Act of March 12, 1862, Pennsylvania, *Laws, 1862*, p. 119.

<sup>31</sup> Swarthmore College, *Minutes of Managers*, I, 12th Month 2, 1862, p. 1.

<sup>32</sup> Lebanon Valley College, *Catalogue* (1866), 17.

<sup>33</sup> Armstrong County, Deed Book, No. 35, p. 385 (September 8, 1868), Courthouse, Kittanning.

<sup>34</sup> Act of April 14, 1868, Pennsylvania, *Laws, 1869*, p. 1382.

<sup>35</sup> Thiel College, *Minutes of Trustees*, I, October 16, 1869, p. 1.

<sup>36</sup> Act of February 19, 1869, Pennsylvania, *Laws, 1869*, p. 220.

<sup>37</sup> Act of March 14, 1871, *ibid.*, 1871, p. 342.

<sup>38</sup> *Huntingdon Journal*, April 7, 1876.

<sup>39</sup> Grove City College, *Catalogue* (1884-85), 1 ff.

<sup>40</sup> Elizabethtown College, *Minutes of Trustees*, I, June 16, 1899, p. 8.

<sup>41</sup> Allegheny College, *Minutes of Trustees*, II, June 27, July 8, 1867, pp. 340, 341; June 23, 1870, pp. 356-57.

Two years later (1871) out of a graduating class of sixteen recommended for the degree of Bachelor of Arts, one was a woman.<sup>42</sup>

The Agricultural College of Pennsylvania (Pennsylvania State University), charged with the responsibility for carrying out the State's obligations under the Morrill Land Grant Act, was less hesitant in admitting women to the privileges of the institution. In 1871 the trustees resolved "That the President and Faculty be and are hereby authorized and empowered to open the doors of the College to male and female students on the same conditions precisely, under such regulations as they may deem expedient." This action was taken, they said, despite the fact that "At the time of its organization it was the purpose of the founders of the College to extend its privileges to male students only; and for twelve years lady students were excluded." However, they continued, "Within the current year several young ladies applied for admission, and after a careful consideration of the question the Trustees . . . voted to admit both sexes upon the same general conditions. It was felt that the important trust committed to the Board would not be fully administered while one half of the youth of our State were denied its advantages; and the experience of other institutions, several of them Agricultural, justified the expectation of good results from the co-education of sexes."<sup>43</sup> Two years later (1873) Rebecca Ewing, along with four male colleagues, was awarded the Bachelor of Science degree.<sup>44</sup>

Perhaps the experience of the University of Pennsylvania best typifies the long and arduous struggle that women underwent before they were permitted to enjoy all the institution's instructional facilities on an equal basis with men. Upon the discontinuing of the "Charity Schools" in 1877, the trustees resolved that the "Committees on the Department of Arts and Towne Scientific School . . . be authorized on the recommendation of the Provost to admit such a Number of female children in indigent circumstances as they may deem expedient to the lectures on History and to the instruction by lecture in the laboratories in the Department of Chemistry and Physics." For the first time, consequently, the university catalogue recorded the name of a woman student, Anna Lockhart Flanigen, listed under the

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<sup>42</sup> *Ibid.*, June 21, 1871, p. 362; June 23, 1873, p. 373.

<sup>43</sup> Agricultural College of Pennsylvania, Minutes of Trustees, I, September 5, 1871, p. 163; *Catalogue* (1871), 18.

<sup>44</sup> Agricultural College, Minutes of Trustees, I, July 23, 1873, p. 181.

"Special and Partial Courses" in the Towne Scientific School.<sup>45</sup> Early the following year the provost reported "that under the new rules the Lectures to the Senior Class on Modern History had been opened to all who had some previous knowledge of general history. That several ladies were in attendance." To avoid misunderstanding as to the reasons for and the limitations of this new departure, the university published the following statement:

Recently, arrangements have been made to encourage young women to pursue certain advanced studies here. This has been done in simple obedience to the law of supply and demand. The University has no theory, concerning what is called co-education of the sexes, to support, nor any plan to establish, nor any prejudices on the part of its officers, either on one side or the other of this question, to overcome. The admission of women as students, was brought about in this way: Applications were made, from time to time, from young women, asking that they might avail themselves of the advantages offered at the University, for the study of chemistry, physics, and history, the applicants stating that these advantages—especially for the study of the first two-named subjects—seemed to them exceptionally good. When it was found that these ladies proposed, without exception, to become either physicians or teachers, and that they asked of the University, what was essential to their calling, and what, according to their own statement, they could not find elsewhere, except at great inconvenience, the authorities would not only have been unjust, but cruel, if they had denied their request. They are there as special students, in precisely the same position as the young men who are special students; the instruction being the same, and the conditions of the examinations, entrance and final, being the same for both sexes. What may be done in the future, depends upon the wants of the future. . . . What is essential now is that those young women who are in earnest in their desire to study chemistry, physics, and history, should understand that a certificate of proficiency, awarded by the University, upon a final examination after a full course, is likely to be as good a test of their real knowledge of these subjects, and to be accepted as such, as any that can be procured elsewhere.<sup>46</sup>

At the same time women were admitted to certain of the lectures of the "Auxiliary Faculty of Medicine," which later became the

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<sup>45</sup> U.P., Minutes of Trustees, XI, September 4, 1877, pp. 415-16; *Catalogue* (1876-77), 15.

<sup>46</sup> U.P., Minutes of Trustees, XI, February 5, 1878, pp. 430-31; *Pennsylvania School Journal*, XXVI (March, 1878), 310.



Graduate School of Medicine.<sup>47</sup> Lest these partial moves be interpreted as the adoption by the university of the principle of coeducation, Dr. William Pepper stated in his inaugural address:

It seems impossible for any school which intends, at the present time, to exert its full influence in the intellectual life of the community, to neglect the subject of the higher education of women. I do not refer to any such question as that of opening the University classes to young women, because I regard it as settled beyond dispute that the coeducation of the sexes is inadmissible. The University has recently been making cautious advances in this direction, and persons of both sexes are now admitted to certain lectures and laboratory work. It may be that this comprises as much as is safe or desirable to be done in this particular direction; and as the special function of the University is not the education of women, it seems proper that further action should await the expression of some carefully-matured wishes or plans on the part of those who may be assumed to represent the interests of women in this matter.<sup>48</sup>

It was not surprising, therefore, that the applications of women to the medical and dental schools were denied, even though the faculty of the latter school favored the admission of women because "there are no Dental Schools for females in which young women can obtain the desired training."<sup>49</sup> This dual policy of acceptance in some departments and rejection in others produced anomalous results. In 1882 the Auxiliary Faculty of Medicine recommended "For the Degree of Bachelor of Science, Martha P. Hughes, M.D., a graduate of Ann Arbor University. . . . Thesis 'Mountain Fever.'" The trustees concurred in the recommendation; and she became the first woman in the history of the university to receive a degree in course.<sup>50</sup>

At the same time the Faculty of Arts unanimously resolved "that the Faculty report the fact to the Board of Trustees that Miss Ida C. Craddock has passed her entrance examinations very satisfactorily, and that they respectfully refer to the Board her application for admission to the Freshman Class." This was followed, a few months later, by a communication from Miss Craddock "requesting an official reply to her application for admission to the Department of Arts." She was informed that special arrangements were being formulated for the

<sup>47</sup> U.P., Minutes of Trustees, XI, April 2, 1878, p. 445.

<sup>48</sup> *Pennsylvania School Journal*, XXIX (April, 1881), 431.

<sup>49</sup> U.P., Minutes of Trustees, XI, May 3, November 1, December 6, 1881, pp. 582, 605, 608; January 3, 1882, p. 611; January 3, 1882, p. 610.

<sup>50</sup> *Ibid.*, XI, June 6, 15, 1882, pp. 654, 663.

separate instruction of women "in the curriculum of studies assigned for male students," and that the trustees had resolved to "organize a separate Collegiate Department for the complete education of women, as soon as funds are received sufficient to meet the expense thereof."<sup>51</sup>

But the undaunted Miss Craddock was not to be denied. In January, 1883, she sent a letter to the trustees "announcing her intention of presenting herself for examination with the Sophomore Class." Doubtless with her help petitions were circulated and presented to the trustees asking them to "open the instruction of the University to women on the same terms as to men." Later in the same year (1883) she requested that provision be made "for her examination with the Sophomore Class." Again in 1884 Miss Craddock demanded "a reply to her application for examination, and for the admission of women to the University."<sup>52</sup> Although she failed in her campaign, her efforts were not without positive results.

In 1885 the university statutes were revised admitting women "to the courses of the Department of Music, of the Auxiliary Department of Medicine, and of the Department of Biology"—a revision which did little more than give *de jure* recognition to a previously existing condition.<sup>53</sup> Four years later the Arts Faculty "resolved that the Hon. Board of Trustees be requested to authorize the Faculty to admit regular students to the different courses of the College Faculty without distinction of sex."<sup>54</sup> In the same year (1889) the university received a gift of two properties from Joseph M. Bennett "for the purpose of a College for Women in connection with said University. . . . I do this because I am desirous of promoting the Higher Education of Women, and yet recognize the difficulties connected with complete coeducation." This resulted in the establishment of the "Graduate Department for Women," which was opened in 1892.<sup>55</sup> Further progress was made beginning January, 1907, in the offering of undergraduate courses (particularly designed for teachers) in the afternoon, evening, and on Saturday, open to both men and women, and leading to the Bachelor of Arts degree. Four years later, the Bachelor of Arts degree was conferred on three women graduates.<sup>56</sup> This coeducational

<sup>51</sup> *Ibid.*, XII, October 3, November 7, December 5, 1882, pp. 2, 10 ff., 18.

<sup>52</sup> *Ibid.*, January 2, February 6, October 2, 1883, pp. 26, 38, 84; June 3, 1884, p. 136.

<sup>53</sup> *Ibid.*, February 3, 1885, p. 176.

<sup>54</sup> *Ibid.*, September 24, 1889, pp. 492-93.

<sup>55</sup> *Ibid.*, November 5, 1889, pp. 501-502; XIII, June 4, 1892, p. 29.

<sup>56</sup> *Ibid.*, XIV, November 7, 1906, p. 466; XV, June 21, 1911, p. 260.

policy with respect to teacher training, was continued with the establishment of the School of Education in 1914.<sup>57</sup>

Beginning with the second decade of the twentieth century women entered schools and departments hitherto closed to them. In 1914 they were admitted into the medical and dental schools on equal terms with men.<sup>58</sup> Even the Engineering School allowed them to take courses essential to the curriculum in "Public Hygiene."<sup>59</sup> Although the minutes of the trustees do not record a specific decision to admit women to the law school, one woman was awarded the Bachelor of Laws degree in course in 1915.<sup>60</sup> In 1918 the General Alumni Society urged that all departments of the university be opened to them.<sup>61</sup> Two years later women were elected as instructors in the schools of dentistry and public hygiene.<sup>62</sup> It was not, however, until 1933 that the undergraduate College for Women was established.<sup>63</sup> This marked the beginning of the breakdown of all final barriers. The School of Veterinary Medicine admitted them in the same year, and the School of Architecture followed suit in 1934.<sup>64</sup> Four years later (1938), the last male sanctuary, the Wharton School, succumbed to the general trend by permitting women to attend certain courses "including one on Consumers' Problems in Marketing, the first Wharton School course specially organized for women."<sup>65</sup> Today, all doors of instruction are open to them.

Other colleges and universities, originally organized exclusively for men, eventually admitted women to equal status. Ursinus College became coeducational in 1881.<sup>66</sup> The University at Lewisburg (Bucknell University) which had established a secondary institution for them (1851) called the "Lewisburg Female Academy," granted women students collegiate status in 1883.<sup>67</sup> Having rejected the principle of coeducation in 1878 because of financial difficulties, the faculty and trustees of Dickinson College deemed it expedient to permit women

<sup>57</sup> *Ibid.*, XVI, June 8, 1914, p. 133.

<sup>58</sup> *Ibid.*, XVI, March 9, 1914, p. 100; June 8, 1919, pp. 127-28; College and University Council, "Biennial Report," *PRSPI*, 1914, p. 682.

<sup>59</sup> U.P., Minutes of Trustees, XVI, October 12, 1914, p. 145.

<sup>60</sup> *Ibid.*, June 16, 1915, p. 261.

<sup>61</sup> *Ibid.*, XVII, January 14, 1918, p. 56.

<sup>62</sup> *Ibid.*, XVIII, February 9, May 10, 1920, pp. 32, 69.

<sup>63</sup> *Ibid.*, XXI, February 27, March 10, 27, 1933, pp. 303-304, 312, 320.

<sup>64</sup> *Ibid.*, October 13, 1933, p. 379; March 9, 1934, pp. 458-59.

<sup>65</sup> *Ibid.*, XXIII, January 24, 1938, p. 24.

<sup>66</sup> Ursinus College, *Catalogue* (1881-82), 8 ff., 17.

<sup>67</sup> University at Lewisburg, *Catalogue* (1851-52), back cover; (1882-83), 69; Minutes of Trustees, III, June 27, 1882, p. 29, Bucknell University.

the academic privileges of the institution in 1884.<sup>68</sup> Susquehanna University, as the Missionary Institute, decided (1893) to amend its charter to permit women as well as men to enter the institution. Four years later (1897) the school conferred its first degree on a woman graduate.<sup>69</sup> In 1893 the Western University of Pennsylvania (University of Pittsburgh) took its first step towards coeducation in authorizing the admission of a woman to a special course in chemistry. This initial policy was rapidly expanded to comprehend the full college course; and on June 9, 1898, the university conferred the Bachelor of Arts degree on two young women graduates of the Latin-scientific course.<sup>70</sup>

The twentieth century witnessed the adoption of the principle of coeducation by a few other institutions which had previously excluded women. Duquesne University, for example, conferred the Bachelor of Arts degree on two women at the commencement held June 20, 1916.<sup>71</sup> Similarly, St. Francis College conferred a degree on one young lady in 1943, and amended its charter in 1949 so as to eliminate any legal impediments to the admission of women.<sup>72</sup> On the other hand, there are colleges established for men which limit the admission of women to graduate programs, Saturday classes, extension courses, or summer sessions. Among these are: Franklin and Marshall College, 1899;<sup>73</sup> Muhlenberg College, 1910;<sup>74</sup> Haverford College, 1917;<sup>75</sup> Lehigh University, 1918;<sup>76</sup> Villanova College, 1919;<sup>77</sup> and the University of Scranton, 1937.<sup>78</sup>

A number of professional and technical schools adopted the principle of coeducation either wholly or in part. Meadville Theological School first admitted women in 1868, and conferred the degree of

<sup>68</sup> Dickinson College, Minutes of Trustees, VI, June 26, 1878; June 25, 1884; Minutes of Faculty, September 10, 1884.

<sup>69</sup> Missionary Institute, Minutes of Directors, II, June 26, 1893, p. 14; May 24, 1897, p. 95; Snyder County, Miscellaneous Record, No. 4, p. 221 (February 25, 1895), Courthouse, Middleburg.

<sup>70</sup> Western University of Pennsylvania, Minutes of Executive Committee of Trustees, III, January 9, 1893, p. 393; *Catalogue* (1898-99), 208.

<sup>71</sup> Duquesne University, *Catalogue* (July 1, 1916), 78.

<sup>72</sup> St. Francis College, Commencement Program, January 25, 1943; Cambria County, Miscellaneous Book, No. 23, p. 193 (January 19, 1949), Courthouse, Ebensburg.

<sup>73</sup> Franklin and Marshall College, *Catalogue* (1899-1900), 39.

<sup>74</sup> Muhlenberg College, Minutes of Trustees, III, January 19, 1910, p. 363.

<sup>75</sup> Haverford College, Minutes of Managers, VIII, 2nd Month 23, 1917, p. 157.

<sup>76</sup> Lehigh University, *Catalogue* (1918-19), 172-73.

<sup>77</sup> Villanova College, *Catalogue* (1919-20), 142-43.

<sup>78</sup> *PRSPI*, 1938, p. 38.



Bachelor of Divinity on one in 1897.<sup>79</sup> In 1873, the faculty of the Western Theological Seminary replied to a letter from Miss Annie Oliver requesting admission, that "we had no power to admit women as students, but that if she wished to avail herself of the advantages of the institution she would be welcomed to the lecture rooms of the Professors." Later, a graduate of Vassar College, Grace Elizabeth Marrett, was admitted to the junior class in 1911, and was awarded her diploma in 1912.<sup>80</sup> Women first attended lectures in the Crozer Theological Seminary in 1889; one graduated with a diploma in 1929; and the first to receive her Bachelor of Divinity degree completed her work with the class of 1930.<sup>81</sup> Among other theological seminaries to accept women either to the regular curriculum or to programs in religious education may be noted the Pittsburgh-Xenia Theological Seminary, 1892;<sup>82</sup> the Divinity School of the Protestant Episcopal Church, 1928;<sup>83</sup> and the Lutheran Theological Seminary at Gettysburg, 1945.<sup>84</sup>

Independently organized schools of medicine, dentistry, pharmacy, and law joined the ranks of other institutions of higher education in according women access to their instructional facilities. The faculty of the Homoeopathic Medical College of Pennsylvania (now Hahnemann Medical College) allowed ladies to sit in the anteroom in 1865 to hear the lectures of the professors. But their more recent counterparts were not so liberal. In 1920, and again in 1928, the Hahnemann faculty rejected proposals to make the school coeducational. Women entered the medical school somewhat unobtrusively in 1941; and four of them received the first Doctor of Medicine degrees awarded by the college to women, at the commencement held September 14, 1944.<sup>85</sup> Jefferson Medical College delayed admitting women until 1949, and then only as graduate students in sciences related to medicine, as bio-

<sup>79</sup> Meadville Theological School, *General Catalogue* (1844-1930), 59, 108.

<sup>80</sup> Western Theological Seminary, Minutes of Faculty, III, October 30, 1873, p. 43; Minutes of Directors, III, May 9, 1912, p. 353; *General Biographical Catalogue* (1827-1927), 324.

<sup>81</sup> Crozer Theological Seminary, Minutes of Trustees, I, June 11, 1889, p. 348; *Catalogue* (1929-30), 50; (1930-31), 50.

<sup>82</sup> Pittsburgh-Xenia Theological Seminary, Minutes of Directors, April 27, 1892, p. 317.

<sup>83</sup> Divinity School of Protestant Episcopal Church, Minutes of Faculty, October 11, 1928, p. 1.

<sup>84</sup> Lutheran Theological Seminary, Gettysburg, Minutes of Directors, May 8, 1945, pp. 199 ff.; May 7, 1946, p. 219.

<sup>85</sup> Bradford, *Homoeopathic Medical College*, 104; Hahnemann Medical College, Minutes of Faculty, April 26, 1920, p. 165; June 5, 1928, p. 271; *Announcement* (1942-43), 104-108; (1946-47), 126-28.

chemistry or bacteriology.<sup>86</sup> The Philadelphia Dental College admitted "Miss Jennie F. Detchon, the first lady ever in attendance upon the instruction of the College," in 1880.<sup>87</sup> Pittsburgh Dental College also had enrolled one woman student in 1897.<sup>88</sup> The Philadelphia College of Pharmacy admitted its first woman student in 1875, and conferred the Ph. G. degree on one woman graduate in 1883.<sup>89</sup> Finally, the Dickinson School of Law enrolled its first woman student in the regular course, October 3, 1894. Two years later, at the commencement held June 9, 1896, she received her Bachelor of Laws degree.<sup>90</sup>

#### 4. COLLEGES FOR WOMEN

**Collegiate Antecedents.** If the legal right to confer degrees were the sole criterion for determining collegiate rank, then Pennsylvania established an extraordinary number of higher educational institutions for women. Designated variously as female seminaries, female academies, or female institutes, such schools, beginning with 1838, were chartered by the legislature and the local courts in what appears to have been unrestricted profusion. In 1838 alone, in a single omnibus bill, the legislature simultaneously incorporated twenty-five female seminaries, investing each of them with degree-granting powers.<sup>91</sup> Some idea of the extent of the movement may be obtained from an examination of the partial, but representative, list of schools which follows. Only those institutions have been included which were specifically empowered by charter provision to confer degrees: Gettysburg Female Academy, 1838; Brownsville Female Seminary, 1838; Washington Female Seminary, 1838; Bellefonte Female Seminary, 1839; Somerset Female Academy, 1839; Danville Female Seminary, 1839; Stroudsburg Female Seminary, 1839; New Brighton Female Seminary, 1840; Huntingdon Female Seminary, 1840; Pottstown Female Seminary, 1840; Landisburg Female Seminary, 1840; Edgeworth Ladies Seminary, 1840; Clarion Female Seminary, 1842; Locust Grove Episcopal Female Seminary, 1856; Elizabeth Female Seminary, 1857; Sharon Female Academy, 1866; M'Keesport Academy and Female

<sup>86</sup> Jefferson Medical College, *Announcement* (1949-50), 61-62.

<sup>87</sup> Philadelphia Dental College, Minutes of Trustees, I, February 21, 1880.

<sup>88</sup> *USRCE, 1897-1898*, II, p. 1949.

<sup>89</sup> Philadelphia College of Pharmacy, Register of Students (1821-86); Minutes of Trustees, IV, March 13, 1883, p. 289.

<sup>90</sup> Dickinson School of Law, Student Register, October 3, 1894; *Catalogue* (1896-97), 15.

<sup>91</sup> Act of April 16, 1838, Pennsylvania, *Laws, 1837-1838*, p. 616.

Seminary, 1868; Pottsville Female Institute, 1872; Ursuline Young Ladies Academy, 1872; Tuscarora Female Institute, 1873; Allegheny Female Seminary, 1872; and the Hamilton Female Seminary, 1875.<sup>92</sup>

The lack of a charter was not considered an impediment either to the conferring of degrees, or the styling of a school for girls as a "College" or "Collegiate Institute." Thus, in 1833, the Reverend William B. Lacey announced that his school, which he called the "Western Female Collegiate Institute," "is now open for the reception of Young Ladies." Its "design," he declared, "is to impart an accurate and thorough knowledge of all the solid and polite branches of female education."<sup>93</sup> Another proprietary institution, the "Philadelphia Collegiate Institute for Young Ladies," claimed in 1864 to offer "a complete collegiate course."<sup>94</sup> A privately-owned school called the "Sunnyside College for Ladies" was founded by the Reverend J. T. Beckler in 1863 at Lititz, Pennsylvania.<sup>95</sup> In 1875 Brooke Hall Female Seminary in Media reported the conferring of twelve Master of Arts degrees in course. Yet, three years later, in answer to the question posed by the United States Commissioner of Education: "Is the institution authorized by law to confer collegiate degrees?" the seminary answered "no."<sup>96</sup> One further example may be cited. The "Philadelphia Collegiate Institute for Girls" was established in 1897 by the Philadelphia Annual Conference of the Methodist Episcopal Church for the two-fold purpose of furnishing "a satisfactory and thorough education for pupils not desiring a college course; and to give a full preparation for any college open to women."<sup>97</sup>

<sup>92</sup> Act of April 14, 1838, *ibid.*, 399; *ibid.*, 406; *ibid.*, 402; Act of June 20, 1839, Pennsylvania, *Laws, 1838-1839*, p. 352; Act of June 25, 1839; *ibid.*, 466; Act of March 26, 1839, *ibid.*, 153; Act of March 4, 1839, *ibid.*, 41; Act of June 12, 1840, *ibid.*, 1840, p. 657; Act of April 16, 1840, *ibid.*, 434; Act of March 23, 1840, *ibid.*, 193; Act of June 12, 1840, *ibid.*, 647; Act of March 18, 1840, *ibid.*, 154; Act of July 16, 1842, *ibid.*, 1842, p. 395; Act of April 4, 1856, *ibid.*, 1856, p. 233; Allegheny County, Charter Book, No. 1, p. 81 (October 17, 1857); Act of March 22, 1866, Pennsylvania, *Laws, 1866*, p. 294; Act of April 1, 1868, *ibid.*, 1868, p. 576; Act of May 20, 1872, *ibid.*, 1872, p. 1018; Act of March 28, 1872, *ibid.*, 613; Act of March 12, 1873, *ibid.*, 1873, p. 269; Allegheny County, Charter Book, No. 5, p. 28 (November 9, 1872); Cumberland County, Miscellaneous Book, No. 4, p. 238 (August 23, 1875).

<sup>93</sup> Pittsburgh *Gazette*, January 25, 1833.

<sup>94</sup> Philadelphia Collegiate Institute for Young Ladies, *Catalogue* (1863-64), 3, in the Historical Society of Pennsylvania.

<sup>95</sup> *PRSPI*, 1877, p. 336.

<sup>96</sup> *USRCE*, 1875, p. 796; 1878, p. 512.

<sup>97</sup> Philadelphia Collegiate Institute for Girls, *Catalogue* (1897-98), 6 ff., in the Historical Society of Pennsylvania.

Although incorporated colleges for women did not make their appearance in Pennsylvania until 1853, an unusual declaration of intention to establish schools of university caliber to include women was made in 1818 by a group of citizens occupying a site originally cultivated by a community of people called Harmonites. Petitioning the legislature for aid in their educational enterprise, the officers of the Harmony Institute stated:

Our efforts are not intended to be limited to instruction in any one profession; for, having already erected to our hands a number of respectable buildings sufficiently capacious and convenient for accommodating teachers and scholars, in almost every branch of learning taught at universities, our design is, should we succeed in our present application, to employ teachers, and establish schools in as many of these branches as may be required.<sup>98</sup>

However, the early demise of the institution<sup>99</sup> prevented the possible realization of these aspirations.

When colleges for women did arise, they were much less ambitious in purpose, and much less comprehensive in scope. In fact, as will be seen subsequently, there was an expression of considerable doubt as to the propriety of the new schools for women labelling themselves colleges. However they may have deviated from their male counterparts, this they had in common: a few were secular in origin (at least there appears to be no evidence of a dominant religious influence), but the vast majority were founded by various religious denominations.

**Secular.** The first incorporated college for women in Pennsylvania began life as the Montgomery Female Seminary, October 27, 1851, in what is now Collegeville, Montgomery County.<sup>100</sup> Chartered by the legislature in 1853 under the title "The Pennsylvania Female College," the institution was invested with the usual corporate rights and privileges, and empowered "to confer such literary degrees and academic honors as are usually granted by colleges, upon such pupils as shall have completed in a satisfactory manner the prescribed course of study."<sup>101</sup> This newly achieved status, however, was not accompanied by a corresponding elevation of the curriculum offerings. The three-

<sup>98</sup> *Address of the Officers & Teachers of the Harmony Institute, to the Members of the Legislature of Pennsylvania, Jan. 1, 1818* (Harrisburg, 1818), 3, Historical Collections, Washington and Jefferson College, Washington, Pennsylvania.

<sup>99</sup> Mulhern, *Secondary Education*, 419.

<sup>100</sup> Montgomery Female Seminary, *Announcement* (1851), 2; Pennsylvania Female College, *Catalogue* (1853), 9. Both are in Library, Ursinus College, Collegeville.

<sup>101</sup> Act of April 6, 1853, Pennsylvania. *Laws, 1853*, p. 327.



year course of study in the "Collegiate Department" for which "the Academic Degree of ARTIUM BACCALAUREA" was now offered, containing neither foreign languages nor mathematics beyond trigonometry, was identical with the original curriculum announced by the Montgomery Female Seminary in 1851. But this fact did not prevent the institution from immediately exercising its charter privilege. At its first collegiate commencement (1853) the college conferred the Bachelor of Arts degree upon three young ladies.<sup>102</sup>

In 1854 the catalogue announced that "The institution is completely organized as a regular College," and its course of instruction is "as full and thorough, as that pursued in any of our American Colleges, for the other sex." This "thorough" course of study, still three years in length, now included Latin and "conic sections" in its offerings. At the same time the candidate for the degree was informed that "In the regular course, proficiency in Instrumental Music and French, may be substituted for Latin." As a basis for comparing this first college program for women with that provided for men during the same period, the three-year collegiate curriculum of the Pennsylvania Female College is here set forth in its entirety.

#### Collegiate Department

*Mathean Class*—Elocution & Rhetorical Reading; English Grammar, with Critical Analysis; Arithmetic, Emerson's 3rd part; Algebra, Davies' Elementary; Geography, Ancient and Modern; History, Ancient and Modern; Natural Philosophy, Parker's; Latin.

*Junior Class*—Rhetoric; Logic, Hedge's; Algebra, Davies' Bourdon, entire; Physiology, Cutter's; Natural Philosophy, Olmsted's; Chemistry, Turner's; Botany, Lincoln's or Eaton's; Geometry, Plane and Spherical; Trigonometry, Plane & Spherical; Latin.

*Senior Class*—Mental Philosophy; Moral Philosophy, Wayland's; Natural Philosophy, Olmsted's; Evidences of Christianity, Paley; Isoperimentary; Conic Sections, Bridge's; Natural History, Smellies'; Geology, Hitchcock's; Constitution of the United States; Political Economy, Wayland's; Astronomy, Olmsted's; Latin.

Frequent exercises in spelling and defining are had throughout the course.<sup>103</sup>

<sup>102</sup> Pennsylvania Female College, *Catalogue* (1853), 12; compare *ibid.* (1851), 10; (1853), 13; (1854), 9.

<sup>103</sup> *Ibid.* (1854), 10, 11-12, 14.

A further curriculum revision was effected in 1856. The course was made four years in length, and Greek was added as an optional subject beginning with the sophomore year. "Candidates for the Baccalaureate Degree," were informed that they "must have attained to seventeen years of age, and completed, to the satisfaction of the Board of Instruction, the foregoing course of study or an equivalent thereto, with the exception of the Greek, and the Languages and Mathematics of the Senior Class. Those having completed the full course, and attained to eighteen years of age, will be admitted to the Degree of A. M. . . . the highest Honor conferred by the College."<sup>104</sup> By 1873 the course of studies had been enlarged to comprehend more advanced mathematics, including calculus, and the study of the elementary works of the Latin and Greek authors. At the same time, the successful candidate for the degree was told that "*Graduation* at this College means the same as it does at the regular colleges for the other sex."<sup>105</sup> However, this condition of parity did not long obtain. Lacking endowment, and finding it increasingly more difficult to compete with the State normal schools and the high schools supported by public funds, Pennsylvania Female College at Perkiomen Bridge was forced to close its doors in 1880.<sup>106</sup>

Less than two weeks after it had chartered the Pennsylvania Female College of Montgomery County, the legislature incorporated an institution at Harrisburg with exactly the same name. The charter provided for a board of trustees of which the Governor of the State and the Superintendent of Common Schools were members *ex officio*. Further, the charter stipulated that "persons of every religious denomination shall be capable of being elected trustees, or appointed professors and teachers," and no one was to be denied admittance as a trustee, professor, or pupil because of his religious sentiments.<sup>107</sup> The Pennsylvania Female College at Harrisburg was formally opened September 5, 1853, with an address delivered by Governor Bigler.<sup>108</sup> The school offered a three-year course of study "In accordance with the plan recommended and adopted by a convention of the Presidents of Female Colleges, recently held in Cincinnati, Ohio," embracing French

<sup>104</sup> *Ibid.* (1856), 21-24, 27.

<sup>105</sup> *Ibid.* (1873), 11-13.

<sup>106</sup> Paul A. Mertz, *An Historical Account of Pennsylvania Female College, 1853-1880* (Collegeville, n. d.), 11-12, in Library, Ursinus College.

<sup>107</sup> Act of April 18, 1853, Pennsylvania, *Laws, 1853*, p. 562.

<sup>108</sup> Pennsylvania Female College, Harrisburg, *Addresses at the Opening*, 7 ff., at the Historical Society of Pennsylvania.

and the ancient languages of Latin and Greek, and for the successful pursuit of which candidates were to receive "a diploma, and degree in correspondence with the nature of their studies." It held its first commencement July 11, 1854, and conferred degrees upon two young ladies who had previously completed a full seminary course elsewhere.<sup>109</sup> However, its term of service was short-lived. In 1861 the career of the college was abruptly terminated by the death of its president, the Reverend Beverly R. Waugh.<sup>110</sup>

A number of colleges intended for women advanced no further than the chartering stage. This was true of the Wesleyan Female College (1861) and the Fairmount Female College of Philadelphia, incorporated in 1865.<sup>111</sup> There is some evidence that Emory Female College at Carlisle functioned during the year of its legal founding. Chartered by the legislature in 1864, the college held a commencement June 29, 1864, at which "degrees" were "conferred" on a graduating class of four young women.<sup>112</sup> Two other institutions, Blairsville College for Women, founded in 1851 as Blairsville Female Seminary, and chartered with the power to confer degrees by the Court of Common Pleas of Indiana County (first in 1893 as "Blairsville Seminary Association," and later in 1907 as a college)<sup>113</sup> and Metzger College at Carlisle, established in 1881,<sup>114</sup> enjoyed a more prolonged existence. The former closed its doors in June, 1913, and its property was sold at sheriff's sale two years later.<sup>115</sup> The latter disappeared from the State superintendent's reports after 1909.<sup>116</sup>

**Methodist.** Methodism in Pennsylvania was no more successful in founding and maintaining colleges for women than it was in establishing colleges for men. In fact, it was less successful; for it failed to compensate for its losses (as it did in the field of higher education for men) by acquiring the control of functioning institutions previously created by other denominations. Of the four colleges for women founded

<sup>109</sup> Pennsylvania Female College, Harrisburg, *Catalogue* (1853-54), 9-10; *Address at First Annual Commencement* (1854), 27 ff.

<sup>110</sup> *PRSPI*, 1877, p. 724.

<sup>111</sup> Act of April 9, 1861, Pennsylvania, *Laws, 1861*, p. 263; Act of March 14, 1865, *ibid.*, 1865, p. 347.

<sup>112</sup> Act of March 30, 1864, Pennsylvania, *Laws, 1864*, p. 124; Emory Female College, Commencement Program, June 29, 1864, in Library, Dickinson College.

<sup>113</sup> *USRCE, 1898-1899*, II, 1658 ff.; John A. Caldwell, *History of Indiana County, Penn'a, 1745-1880* (Newark, Ohio, 1880), 352-53; Indiana County, Charter Book, "B", 159 (October 30, 1893), Courthouse, Indiana; *ibid.*, "C", 256 (March 4, 1907).

<sup>114</sup> *USRCE, 1894-1895*, I, 2162; S. B. Shearer, "Metzger College," *PRSPI*, 1900, p. 436.

<sup>115</sup> Indiana, Pennsylvania, *Times*, May 19, 1915.

<sup>116</sup> *PRSPI*, 1909, pp. 562-63.

under the patronage of the Methodist Episcopal church, only one remains; and that is currently under the aegis of the Presbyterian church.

The first of its institutions for the higher education of women, the Pittsburgh Female College, was chartered by the legislature in 1854.<sup>117</sup> Like its predecessors, the college offered a three-year curriculum in its "Collegiate Department."<sup>118</sup> Three years after its incorporation (1857) Pittsburgh Female College graduated its first class of two women from the "English and Classical Course." However, it differed from its contemporaries in that the degree it offered was the "Mistress of Liberal Arts" (M.L.A.) rather than the Bachelor of Arts.<sup>119</sup> Although prosperity and an "enviable reputation" appear to have accompanied the progress of the institution over the ensuing years, a disastrous fire, which destroyed the buildings in 1891, placed a burden on the college from which it never recovered.<sup>120</sup> The school persisted for a few years longer, but was finally reported "as having suspended operations" in 1896.<sup>121</sup>

Irving Female College, founded by Solomon P. Gorgas in 1856, was chartered by the legislature (1857) with the "power to confer such literary degrees and academic honors as are usually granted by colleges."<sup>122</sup> In 1858 the East Baltimore Conference of the Methodist Episcopal Church reported that "Irving Female College, situated at Mechanicsburg, Pennsylvania, is a young but promising school. It has a faculty of seven professors, under the presidency of Rev. A. G. Marlatt. It has already from 80 to 90 students; 40 of whom were converted to God during the past year . . . . This infant college asks the patronage of this Conference."<sup>123</sup> The institution first exercised its degree granting authority in 1858 by conferring the "Mistress of English Literature" (M.E.L.) degree on eleven girl graduates. It was not until

<sup>117</sup> Act of February 10, 1854, Pennsylvania, *Laws, 1854*, p. 58.

<sup>118</sup> Pittsburgh Female College, *Catalogue* (1855-56), 15, in Library, Chatham College, Pittsburgh.

<sup>119</sup> *Ibid.* (1861-62), 6; (1860-61), 24-25.

<sup>120</sup> Kittanning *Mentor*, July 16, 1863; Wilson (ed.), *Standard History of Pittsburg*, 512-13; John N. Boucher (ed.), *A Century and a Half of Pittsburgh and Her People* (Chicago, 1908), 293; Pittsburgh *Commercial Gazette*, May 6, 1891.

<sup>121</sup> *USRCE, 1895-1896*, II, 1945.

<sup>122</sup> *PRSPI, 1877*, p. 213; George P. Donehoo (ed.), *A History of the Cumberland Valley in Pennsylvania* (Harrisburg, 1930), 244; Act of March 28, 1857, Pennsylvania, *Laws, 1857*, p. 132.

<sup>123</sup> Methodist Episcopal Church, *Annual Minutes of the East Baltimore Conference*, March 3, 1858, p. 26.



1860, however, that the Bachelor of Arts degree was awarded to fourteen successful candidates of that class.<sup>124</sup>

Misfortune seems to have struck the school in 1884; for in that year the United States Commissioner of Education reported the college as "Permanently closed."<sup>125</sup> However, the institution was resuscitated in 1889, this time under Lutheran auspices.<sup>126</sup> In 1912 Irving College, as it was now called, was "added to the list of institutions recognized by the Council [College and University Council] as of college rank."<sup>127</sup> Though the school continued to function until 1929, mounting financial difficulties placed a final quietus upon its activities. The State Council of Education declared: "Irving College was discontinued by action of its Board of Trustees at the close of the academic year 1928-29. The alumnae of the institution attempted to raise funds which would permit the reopening of the institution in September 1930, but apparently these efforts have failed."<sup>128</sup>

Founded in 1850 by the Reverend J. F. Hey of the Methodist Episcopal Church, Cottage Hill College, York, Pennsylvania, passed into the hands of the United Brethren church in January, 1866.<sup>129</sup> Two years later (1868) the school was chartered by the legislature, with the power to confer degrees.<sup>130</sup> Control by the United Brethren was apparently short-lived. In 1872 the school was reported as Presbyterian. At the same time it appears to have conferred its first degrees on five members of the class of 1872.<sup>131</sup> The Presbyterians, too, seemed to have experienced difficulty in conducting the school successfully, for in 1875 the college came under the patronage of the Protestant Episcopal church.<sup>132</sup> Again, a period of decline set in. Beginning in 1880, the reports of the United States Commissioner of Education list Cottage Hill College as an institution "for the superior instruction of women from which no information has been received." Finally, in

<sup>124</sup> Irving Female College, *Catalogue* (1928-29), 75, in Library, Pennsylvania State University.

<sup>125</sup> *USRCE*, 1883-1884, p. 622.

<sup>126</sup> *Ibid.*, 1888-1889, II, 1080-81.

<sup>127</sup> College and University Council, "Biennial Report," *PRSPI*, 1912, p. 624.

<sup>128</sup> *PRSPI*, 1930, p. 198.

<sup>129</sup> Methodist Episcopal Church, *Annual Minutes of the East Baltimore Conference*, March 2-9, 1859; Cottage Hill College, *Catalogue* (1866-67), 16, at the Historical Society of Pennsylvania; *USRCE*, 1871, pp. 652-53; 1872, p. 795.

<sup>130</sup> Act of February 21, 1868, Pennsylvania, *Laws*, 1868, p. 203.

<sup>131</sup> *USRCE*, 1872, pp. 795, 801.

1888, the commissioner tersely stated that the college "Does not exist."<sup>133</sup>

The last of the Methodist colleges for women, Beaver College, began life in 1853 as the Beaver Female Seminary, at Beaver County in the western part of the State.<sup>134</sup> It persisted in this form until 1872, when a charter was obtained from the legislature incorporating Beaver College and Musical Institute "for the education of persons of both sexes in all branches of learning usually taught in the colleges and seminaries of the U. S.," and with the power of granting degrees in the liberal arts and sciences.<sup>135</sup> Although the college conferred what was clearly an honorary Mistress of Liberal Arts degree in 1875, it was not until 1884 that the minutes of the trustees speak of the awarding of degrees in course. At that time a Bachelor of Science degree was awarded to one young lady, and the "Master of Arts in course," to four women.<sup>136</sup> Despite the conferring of the Master of Arts degree, it was not until 1891 that the minutes first record the awarding of the Bachelor of Arts degree to two girl graduates.<sup>137</sup>

That the conferring of degrees does not of itself signify collegiate status was demonstrated by the action of the trustees (1902) in unanimously deciding "to send request to University Senate of Methodist Episcopal Church to have classification of Beaver College & Musical Institute changed from that of Seminary to that of College."<sup>138</sup> The request was granted the following year; and the College and University Council reported the change of status as follows:

Beaver College . . . was chartered as a college by the Legislature in 1872, but was conducted as a Seminary until 1902, when, upon recommendation of the Pittsburgh Conference and the Board of Education of the Methodist Episcopal Church the classification of the institution was changed from the list of seminaries to that of colleges. The preparatory course was lengthened to four years; the faculty was increased and strengthened; and thorough college work was begun.<sup>139</sup>

<sup>133</sup> *Ibid.*, 1880, p. 639; 1884-1885, p. 583; 1887-1888, p. 622.

<sup>134</sup> Beaver Female Seminary, Minutes of Trustees, I, January 6, 1854. The minutes of this institution and of its successor Beaver College are in the Registrar's Office, Beaver College, Jenkintown.

<sup>135</sup> Act of February 21, 1872, Pennsylvania, *Laws, 1872*, p. 135.

<sup>136</sup> Beaver College, Minutes of Trustees, II, June 29, 1875, p. 27; June 4, 1884, p. 56.

<sup>137</sup> *Ibid.*, June 13, 1891, p. 83.

<sup>138</sup> *Ibid.*, III, October 3, 1902, p. 56.

<sup>139</sup> *Ibid.*, June 18, 1903, p. 65; College and University Council, "Biennial Report," *PRSPI, 1904*, p. 604.

This was followed in 1907 by an amendment to the charter shortening the name to Beaver College, and declaring the purpose to be education for women only.<sup>140</sup> It was in the same year that the Department of Public Instruction first included Beaver College in its list of "Colleges & Universities."<sup>141</sup>

But the difficulties of the college, particularly with respect to finances, increased rather than diminished with the passing years. In 1923 the trustees were informed of the imminent withdrawal of support from both the Pittsburgh Conference and the Methodist Board of Education; and the future course of the institution was declared to be uncertain after June, 1924.<sup>142</sup> The school was saved from the fate of extinction, however, by the purchase of the property (1925) of the Beechwood School at Jenkintown, Pennsylvania. The college occupied its new premises in the eastern part of the State in the fall of 1925.<sup>143</sup> In order to benefit from the provisions of the "Curran Will" which "requires the supervision of the Presbyterian Church of the United States of America," the trustees effected an agreement with the Presbyterian Synod of Pennsylvania transforming their institution into a synodical college.<sup>144</sup>

**Lutheran.** Simultaneously with the incorporation of the Missionary Institute, the Lutherans obtained a charter for the "Susquehanna Female College of the Evangelical Lutheran Church."<sup>145</sup> The decision to create a separate institution for women in a building apart from the Missionary Institute had been made earlier in 1858, and a board of eleven trustees was chosen to manage the affairs of the Female College.<sup>146</sup> Announcement was made of the existence of the college, and in 1860 those girls who had entered the institute were transferred to the Susquehanna Female College.<sup>147</sup> Financial difficulties soon plagued the trustees of the college. In 1868 the managers of the Mis-

<sup>140</sup> Beaver County, Prothonotary's Office, Decree of Court of Common Pleas, No. 17, September Term (July 1, 1907), Courthouse, Beaver.

<sup>141</sup> *PRSPI*, 1907, pp. 558-59.

<sup>142</sup> Beaver College, Minutes of Trustees, III, April 18, 1923, pp. 398-400.

<sup>143</sup> *Ibid.*, IV, February 9, 17, 1925, pp. 23 ff., 31-32; *Catalogue* (1926-27), 13. Catalogues and bulletins are in Library, Beaver College, Jenkintown.

<sup>144</sup> Beaver College, Minutes of Trustees, IV, March 29, September 22, 1928, pp. 86, 101 ff.

<sup>145</sup> Snyder County, Deed Book, No. 1, p. 459 (September 24, 1858), Courthouse, Middleburg.

<sup>146</sup> Missionary Institute, Minutes of Managers, I, May 12, 13, 1858, pp. 19-21, in President's Office, Susquehanna University, Selinsgrove.

<sup>147</sup> Missionary Institute, *Catalogue* (1858-59), 18, Library, Susquehanna University; Minutes of Managers, I, June 26, 1860, p. 64.

sionary Institute resolved to pay off the debt incurred by the trustees of the institution for women.<sup>148</sup> This was followed shortly afterwards by the transfer of the college to private hands.<sup>149</sup> But this change proved ineffective. Considerable opposition to the new owners was generated; "its former friends and supporters became its enemies," and in 1873 the Susquehanna Female College was closed.<sup>150</sup> At the same time the Missionary Institute again admitted women to its instruction.<sup>151</sup> There is no evidence that the Susquehanna Female College, despite its advertisement of a "Collegiate Department" with a four-year "Collegiate Course,"<sup>152</sup> ever functioned as a college or conferred a degree.

**Moravian.** The Moravian Seminary and College for Women traces its origins to a school for girls established at Germantown in 1742, and transferred to Bethlehem in 1743.<sup>153</sup> As early as 1790, astronomy was a part of the curriculum.<sup>154</sup> In 1833 and 1834 philosophy and natural philosophy were studied as well as astronomy. A little more than twenty years later, "the higher Collegiate studies" were introduced.<sup>155</sup> However, it was not until 1862 that the decision was reached to incorporate the seminary. An act was secured from the legislature the following year incorporating the "Moravian Seminary for Young Ladies," with the power to grant degrees.<sup>156</sup>

Despite its new status, the seminary refrained from offering degrees for the successful completion of its collegiate course until 1888. In that year the course of studies was enlarged to embrace "Latin (Virgil and Cicero); Higher Literature (including the History of Classic Greek and Latin, German and Scandinavian Literatures, and some acquaintance with Anglo-Saxon); the Philosophy of History; Contemporary History; Mental and Moral Science (including Ethics and

<sup>148</sup> *Ibid.*, March 4, 1868, pp. 122-23.

<sup>149</sup> *USRCE*, 1870, pp. 514-15; *PRSPI*, 1877, p. 505.

<sup>150</sup> *Ibid.*, 505-506.

<sup>151</sup> Missionary Institute, *Catalogue* (1873-74), 4, 5-7.

<sup>152</sup> Susquehanna Female College, *Catalogue* (1864-65), 10-11, Library, Susquehanna University.

<sup>153</sup> William C. Reichel and William H. Bigler, *A History of the Moravian Seminary for Young Ladies, at Bethlehem, Pa., with a Catalogue of Its Pupils, 1785-1870* (4th ed.; Bethlehem, 1901), 20.

<sup>154</sup> Polly Allen to her Uncle Andrew Craigie, November 10, 1790, Moravian Archives, Bethlehem.

<sup>155</sup> Moravian Seminary, Minutes of Faculty, June 15, 1833, February 20, 1834, Moravian Archives; *Catalogue* (1855-56), 13, in Library, Moravian College.

<sup>156</sup> Minutes of Provincial Elders' Conference, October 27, 1862, p. 141, Moravian Archives; Act of April 3, 1863, Pennsylvania, *Laws*, 1863, p. 279.



Aesthetics); History of Art and Architecture; a survey of the legal status of women (with references to the elements of property and contract Law); Political and Social Economy; Logic; Evidences of Christianity."<sup>157</sup> The catalogue, consequently, announced that "A diploma with the degree of A. B., will be awarded to all meritorious pupils who have been in the Institution two or more years, and who have gone through the highest course of study, and have passed a satisfactory examination."<sup>158</sup> Yet, six years later (1894) the principal of the seminary was still urging the trustees to expand the faculty and offer degree courses for women. When a degree was conferred in 1896, it was the Bachelor of Literature degree, rather than the Bachelor of Arts.<sup>159</sup> Even this abbreviated program was forsaken when the trustees resolved "That after June 1899 the College Department which has now been in existence four years, be discontinued until such time as it may be reopened with profit."<sup>160</sup>

A radical change was effected in 1909. The trustees ordered the planning of "the course of studies in order that scholars can receive a degree." This was reported as having been accomplished in 1910, and a year later the seminary conferred its first Bachelor of Arts degree on a single graduate.<sup>161</sup> With college instruction now firmly established as a basic policy of the institution, the trustees decided to obtain official recognition from the College and University Council "as a College for Women." The charter was amended changing the name of the school to "The Moravian Seminary and College for Women at Bethlehem, Pennsylvania," and the College and University Council recognized the seminary "as an institution of college grade" on May 28, 1913.<sup>162</sup>

**German Reformed.** In 1867 a circular appeared in Allentown announcing that:

Lehigh Female College . . . is under the general supervision of 'The East Penna Classis of the Ger. Reformed Church,' which has appointed a 'Superintending Com.' to take charge of its

<sup>157</sup> *Journal of the Provincial Synod* . . . (Bethlehem, 1888), September 19, 1888, Appendix A, 19, in Moravian Archives, Bethlehem.

<sup>158</sup> Moravian Seminary, *Catalogue* (1888-89), 16.

<sup>159</sup> Moravian Seminary, Minutes of Trustees, March 15, 1894, pp. 35-37; File of Graduates, 1896.

<sup>160</sup> Moravian Seminary, Minutes of Trustees, January 28, 1899, p. 84.

<sup>161</sup> *Ibid.*, October 20, 1909, p. 161; March 16, 1910, p. 162; June 13, 1911, pp. 169-70.

<sup>162</sup> *Ibid.*, April 24, 1913, pp. 177 ff.; Northampton County, Miscellaneous Book, No. 52, p. 546 (May 19, 1913), Courthouse, Easton; College and University Council, "Biennial Report," *PRSPI*, 1914, p. 667.

educational interests until the completion of its organization. It stands in fraternal relations to 'Muhlenberg College,' and affords facilities for a *thorough Christian Female Education*. The course of instruction is in full harmony with the system of Education adopted by the Synod of the Reformed Church, and is complete in all its branches, useful and ornamental. It is to be divided into three departments: The Primary, Academic and Collegiate, embracing as full and extensive a course of studies as that of any similar institution in the country.<sup>163</sup>

This marked the beginning of Cedar Crest College. The school opened September 5, 1867, with eight students.<sup>164</sup> A little more than a week later, the faculty of Muhlenberg College demonstrated its "fraternal relations" to the new institution by resolving "to receive gratuitously the sons of members of the faculty of Lehigh Female College, provided they received on the same terms the daughters of Muhlenberg faculty."<sup>165</sup>

The following year (1868) the school was incorporated by the local court under the name of the "Allentown Female College." However, the charter contained no provision for the granting of degrees.<sup>166</sup> Nor was any attempt made to confer degrees until 1893, when the catalogue announced that "All students who complete satisfactorily the studies in the Collegiate Course, will receive the degree of Bachelor of Letters." Simultaneously with this announcement, the institution adopted the name of Allentown College for Women.<sup>167</sup> Two years later it conferred the "Bachelor of Letters" degree upon graduates of the class of June, 1895.<sup>168</sup>

However, it was not until 1912 that a committee was appointed to prepare a "full four-year course for the College." A year later the trustees invested the president of the college with the authority "to request the College and University Council of the State of Pa. to rec-

<sup>163</sup> Lehigh College for Young Ladies, *Circular* (1867), 3, in President's Office, Cedar Crest College, Allentown.

<sup>164</sup> H. M. J. Klein, *Cedar Crest College, 1867-1947* (Allentown, 1948), 23.

<sup>165</sup> Muhlenberg College, Minutes of Faculty, I, September 16, 1867.

<sup>166</sup> Lehigh County, Charter Book, No. 1, p. 277 (June 1, 1868), Courthouse, Allentown.

<sup>167</sup> Allentown College for Women, *Catalogue* (1892-93), 1, 42, President's Office, Cedar Crest College; Klein, *Cedar Crest College*, 49, states that in 1893 a new charter was obtained changing the name of the college to "The Allentown College for Women," and empowering the institution to grant degrees. However, the office of the Recorder of Deeds of Lehigh County contains no record of such a charter or charter amendment. In fact, subsequent records of the college contradict this statement.

<sup>168</sup> Diploma of Nina Alvernal Danowsky, June 13, 1895, in President's Office, Cedar Crest College.

ognize our work officially and to place our institution on the list of approved colleges of the state."<sup>169</sup> Despite the failure to obtain recognition, the trustees proceeded with their plans for instituting courses leading to the Bachelor of Arts and Bachelor of Science degrees, and did in fact confer such degrees upon six young women in 1918.<sup>170</sup>

It was not until 1926 that the college authorities acknowledged the fact that they had been conferring degrees without the legal authority to do so. The president of the board of trustees stated:

We have been travelling under three different names for several years. The State Department know us as Cedar Crest; our creditors know us as Allentown Female College, and we are accustomed to being called A. C. W. or Allentown College for Women. If we are to be enrolled as a College it must be by some definite name. . . . We have come to the parting of the ways. We are not complying with the laws of the State in conferring our degrees and these that we do give are not of full value to our graduates.<sup>171</sup>

Apparently steps had already been taken to remedy this situation. The State Council of Education had approved the application of Cedar Crest College (May 7, 1926) for authority to grant the degrees of Bachelor of Arts and Bachelor of Science; and on the very day the president of the trustees made this statement, the Court of Common Pleas of Lehigh County issued its final decree changing the name of the Allentown Female College to "Cedar Crest College of the Reformed Church in the United States."<sup>172</sup> In 1941, by further charter amendment, the college obtained the name it bears today, Cedar Crest College.<sup>173</sup>

**Presbyterian.** Of the three colleges for women founded by Presbyterian interests, two still grace the present scene. The third, the Philadelphia Female College, chartered in 1874,<sup>174</sup> failed to draw the first breath of institutional life. Wilson College, the first of the two extant institutions, had its origins in a decision of the Presbytery of

<sup>169</sup> Allentown College for Women, Minutes of Trustees, January 10, 1912, p. 59; June 4, 1913, p. 77, in President's Office, Cedar Crest College.

<sup>170</sup> Allentown College for Women, *Catalogue* (1915-16), 30-32; Minutes of Trustees, June 5, 1918, pp. 82 ff.

<sup>171</sup> *Ibid.*, June 2, 1926, p. 140.

<sup>172</sup> *PRSPI*, 1926, p. 90; Lehigh County, Charter Book, No. 11, p. 323 (June 2, 1926), Courthouse, Allentown.

<sup>173</sup> *Ibid.*, No. 15, p. 108 (November 24, 1941).

<sup>174</sup> Philadelphia County, Charter Book, No. 1, p. 616 (November 17, 1874), City Hall, Philadelphia.

Carlisle (1868) "that the Committee on Education be directed to take into consideration the expediency of establishing a Presbyterian Female College within our bounds, and to devise means for establishing the same."<sup>175</sup> The committee reported favorably on the project, two months later, and the presbytery selected a board of trustees, instructing them to obtain a charter for the proposed college in accordance with the laws of Pennsylvania.<sup>176</sup> Meeting a week later, the trustees appointed a committee to procure a charter. However, they deferred further action on the matter until such time as a permanent location could be secured for the proposed institution. This was accomplished in October, 1868, when the trustees accepted the offer of citizens of Chambersburg to raise a subscription in the amount of \$23,000 contingent upon the trustees' locating the college there.<sup>177</sup>

As a result of gifts from Miss Sarah Wilson totalling \$30,000, the board resolved to adopt the name Wilson Female College (October, 1868) in her honor.<sup>178</sup> This produced a curious and unexplained anachronism. Even prior to their October meeting the trustees had filed a petition with the Court of Common Pleas of Franklin County, September 12, 1868, requesting that a charter be issued to "Wilson Female College." The court granted the petition and pronounced the final decree January 18, 1869.<sup>179</sup> Ignoring the fact that a charter had already been obtained from the local court, the trustees secured a new one from the legislature (March, 1869) identical with the former in wording and provision. Quite broad in scope, the act of incorporation empowered the trustees to "grant and confer such honors, degrees and diplomas as are granted by any university, college or seminary of learning in the United States."<sup>180</sup>

Although it had been intended to open the college by September 1, 1869, the lack of a "proper endowment" persuaded the trustees that it was "inexpedient to commence operations before the fall of 1870." Consequently, it was not until October, 1870, that "The Executive Committee was requested to arrange the exercises for the opening of

<sup>175</sup> Records of Carlisle Presbytery, 1861-70, April 15, 1868, p. 318, Presbyterian Historical Society, Philadelphia.

<sup>176</sup> *Ibid.*, June 10, 1868, pp. 332 ff.

<sup>177</sup> Wilson Female College, Minutes of Trustees, I, June 18, August 6, October 14, 1868, pp. 17-18, 20-21, 23-24, in Business Office, Wilson College, Chambersburg.

<sup>178</sup> *Ibid.*, October 28, 1868, p. 28.

<sup>179</sup> See Franklin County, Charter Book, No. 1, p. 3 (January 18, 1869), Courthouse, Chambersburg. Neither the minutes of the trustees nor other records of the college acknowledge the existence of such a charter.

<sup>180</sup> Act of March 24, 1869, Pennsylvania, *Laws, 1869*, p. 504.



the College Thursday Oct. 13th at 11 A.M."<sup>181</sup> In the meantime a president and faculty had been selected. A four-year college curriculum was formulated comprehending the Latin and Greek languages, and mathematics including analytical geometry and calculus.<sup>182</sup> Three years after instruction had commenced, the college conferred the Bachelor of Arts on one young lady graduate, and the Bachelor of Science on three others of the class of 1873.<sup>183</sup>

Like its sister institution at Chambersburg, Chatham College arose as a result of "a little informal agitation of the subject," initiated by "a few members of the Shadyside Presbyterian Church," in 1869. Committees were appointed to formulate a plan or prospectus of organization and to secure funds.<sup>184</sup> A charter was obtained from the Court of Common Pleas of Allegheny County in December of the same year, incorporating the Pennsylvania Female College, with the power to confer "such degrees in the liberal arts and sciences," as are "usually conferred in other Colleges of the United States of America." The control of the college was vested in a board of trustees, at least two-thirds of whom were to be "Ministers and lay-members in full communion with some branch of the Presbyterian Church."<sup>185</sup>

By May of 1870, more than \$44,000 had been subscribed for the benefit of the nascent institution. Ten acres of land were donated as a site for the college. A president and faculty were selected; and it was decided that "The Curriculum of the College shall be fixed by the Committee on Organization in Consultation with the President at as high a grade at the Opening & advanced as rapidly as possible with the Approval of the Board, until the idea of a College Course, rather than that of an Academy is realized."<sup>186</sup> On September 28, 1870, the college was opened with "forty four boarding students, & fifty nine day students . . . the number would have been larger had the capacity of the building been greater."<sup>187</sup> Three years later the first baccalaureate degrees were conferred on six young ladies.<sup>188</sup>

<sup>181</sup> Wilson Female College, Minutes of Trustees, I, December 29, 1868, p. 39; June 7, 1869, p. 53; October 6, 1870, p. 85.

<sup>182</sup> *Ibid.*, July 5, August 4, October 6, 1870, pp. 75, 79, 85; *Catalogue* (1870-71), 13-14, in Dean's Office, Wilson College, Chambersburg.

<sup>183</sup> Wilson Female College, Minutes of Trustees, I, June 13, 1873, p. 149.

<sup>184</sup> Pennsylvania Female College, Pittsburgh, Minutes of Trustees, I, February 23, March 17, 1869, pp. 1, 2, Chatham College.

<sup>185</sup> Allegheny County, Charter Book, No. 3, p. 168 (December 11, 1869), Courthouse, Pittsburgh.

<sup>186</sup> Pennsylvania Female College, Pittsburgh, Minutes of Trustees, I, May 23, June 20, July 22, September 12, 1870, pp. 13, 16, 24, 27; July 22, 1870, p. 25.

<sup>187</sup> *Ibid.*, October 15, 1870, p. 29.

<sup>188</sup> *Ibid.*, June 17, 1873, p. 67.

Reflecting the general tendency of colleges for women in the late nineteenth century to disassociate themselves from the opprobrious appellation "female," the trustees at the urging of a "committee of the students association" decided (1890) to petition the court to change the name of the corporation to the Pennsylvania College for Women.<sup>189</sup> This was accomplished in the same year.<sup>190</sup> However, despite the title "College" which the institution bore, and the enabling provisions of its charter, the question was raised in 1895 as to whether or not the school had the legal right to grant degrees. The doubt was apparently settled legally in 1896, when the State Attorney General submitted it as his opinion that "the College . . . complied with the conditions laid down in the act of 1895 regulating the exercise of the degree conferring powers."<sup>191</sup>

Nevertheless, the president of the college (1897) insisted that certain changes had to be made if the school were "to properly confer degrees." As a consequence, the trustees "Resolved that the President of the Board and Miss Devore take the necessary steps to secure for the college a footing equal to other institutions of similar character in the State."<sup>192</sup> In 1906 the trustees were still considering the appropriateness of effecting "changes in the Charter which will bring the College in line with other successful Women's Colleges throughout the Country."<sup>193</sup> It was not until 1909, therefore, that the Pennsylvania College for Women was listed in the records of the Department of Public Instruction among the "Colleges & Universities" of the State.<sup>194</sup>

**Quaker.** The same kind of meticulous care and preparation exhibited by the Quakers in establishing Haverford and Swarthmore Colleges was also manifested by the founder and organizers of Bryn Mawr College. The institution derived life from the beneficence of Dr. Joseph W. Taylor, who, during his lifetime, purchased a site and commenced the construction of the buildings; and whose will after

<sup>189</sup> *Ibid.*, January 21, May 6, 1890, pp. 289, 291.

<sup>190</sup> Allegheny County, Charter Book, No. 15, p. 170 (June 28, 1890), Courthouse, Pittsburgh. The institution obtained its present name, Chatham College, in 1955. *Philadelphia Evening Bulletin*, November 7, 1955, p. 60.

<sup>191</sup> Pennsylvania College for Women, Minutes of Trustees, I, June 6, July 3, 1895, pp. 346, 350; April 8, 1896, pp. 358-59, Chatham College.

<sup>192</sup> *Ibid.*, II, June 7, 1897, p. 2.

<sup>193</sup> *Ibid.*, November 12, December 11, 1906, pp. 144, 145.

<sup>194</sup> *PRSPI*, 1909, pp. 570-71. Prior to this it had been classified by the superintendent as a secondary school. See *ibid.*, 1906, pp. 562 ff., and 1908, pp. 524 ff.

his death in 1880 bequeathed a large portion of his considerable estate to the continuance of the project.<sup>195</sup> The trustees named in Dr. Taylor's last testament held their first recorded meeting in February, 1880, and proceeded to take the necessary measures for the obtaining of a charter.<sup>196</sup> This was granted by the Court of Common Pleas of Montgomery County in May of the same year. Although the charter specified in detail the nature, purpose, and organizational structure of the corporation, it failed to empower the college to confer degrees.<sup>197</sup>

More than five years elapsed from the time of their first meeting before the trustees considered the institution to have reached a state of readiness suitable for the admission of students. The committee on organization, for example, reported in 1881 that "in view of the large expenditure that will be necessary for buildings, furniture, library, laying out of grounds &c—the opening of the College cannot be expected to occur prior to the fall of 1883."<sup>198</sup> Even this was an optimistic estimate; for in October, 1883, the trustees decided to announce in a circular to be issued that the institution would be opened in the autumn of 1885. In the meantime, circulars were issued proclaiming the trustees' intention of offering to women all the advantages of higher education enjoyed by men, setting standards of scholarship for admission, and prescribing the course of study required for the earning of a degree.<sup>199</sup>

Dr. J. E. Rhoads was selected as the president, and Martha Carey Thomas, Ph. D., was appointed the dean of the faculty in 1884.<sup>200</sup> Though desirous of employing a faculty composed of practicing Quakers, the trustees were more intent upon securing competent instructors. ". . . it will be impracticable," declared the executive committee, "to fill all the Chairs of Instruction with members of the Society of Friends, without accepting those who are not equal in attainments, talents, and acquaintance with the best methods, to others who might be chosen. This would place the College at a disadvantage, and it is of serious importance that the wishes of Dr.

<sup>195</sup> Bryn Mawr College, Minutes of Trustees, I, 11th Month 15, 1881, p. 45; *Circular* (November, 1883), 1 ff.; *President's Report* (1884), 3-4. The minutes of the trustees are in the President's Office, and circulars, catalogues, bulletins, and presidents' reports are in the Library, Bryn Mawr College, Bryn Mawr.

<sup>196</sup> Bryn Mawr College, Minutes of Trustees, I, 2nd Month 10, 1880, p. 21.

<sup>197</sup> Montgomery County, Miscellaneous Book, No. 20, p. 248 (May 15, 1880), Court-house, Norristown.

<sup>198</sup> Bryn Mawr College, Minutes of Trustees, I, 11th Month 15, 1881, p. 45.

<sup>199</sup> *Ibid.*, 10th Month 26, 1883, p. 84; *Circular* (November, 1883), 1 ff.; (1884), 1 ff.

<sup>200</sup> Bryn Mawr College, Minutes of Trustees, I, 3rd Month 14, 1884, pp. 97-98.

Taylor, that Bryn Mawr should offer the best opportunities for a Collegiate education, and also be a Friends institution, shall be carried out as far as practicable."<sup>201</sup> Nor was this a sample of empty rhetoric. In authorizing the president of the college in 1884 to employ Emily L. Gregory as "Associate in Botany," the trustees wanted it "understood that she spends the intervening year in study in Europe."<sup>202</sup>

The institution was to be more than a high-grade undergraduate college for women. It proposed to offer equal facilities for graduate study. Five fellowships were established to be "awarded to students who present a college diploma . . . testimonials from those able to speak of their ability and acquirements and evidence of post-graduate study in some special line; and who satisfy the Faculty of their purpose to devote themselves to some future career." This purpose was further exemplified in the selection of the faculty. Professors were employed only after careful screening—one, for example, presented testimonials from President Gilman of Johns Hopkins University, and from G. Stanley Hall—and after it had been ascertained that they either had their Ph. D. degrees, or were in the process of securing them.<sup>203</sup>

Bryn Mawr opened its doors to students on September 15, 1885, and "lectures and class-work began on the 21st." Two months later the president reported: "There are now in the College forty-two students; of these four are holders of fellowships, two others are graduates, one was admitted from another college, and the remaining thirty-five were admitted after having passed the entrance examinations."<sup>204</sup> In 1888 the college conferred its first degrees in course.<sup>205</sup> Noting this event, the president stated:

There were two candidates, one of whom received the degree of Doctor of Philosophy, the other that of Bachelor of Arts. The former, after four years of study at the Universities of Leipsic and Zurich, and at the Sorbonne and College de France, had spent three years at Bryn Mawr College. Her chief subject was English, and her secondary one was Greek. She presented an inaugural dissertation on "The First Part of Beowulf," which embodied an original investigation of the poem. That one of

<sup>201</sup> *Ibid.*, 4th Month 11, 1884, p. 101.

<sup>202</sup> *Ibid.*, 6th Month 19, 1884, p. 104.

<sup>203</sup> *Ibid.*, 105; 7th Month 16, 1884, pp. 106 ff.; *Catalogue* (1885-86), 3-4; *infra*, 656.

<sup>204</sup> Bryn Mawr College, *President's Report* (1885), 23; Minutes of Trustees, I, 11th Month 13, 1885, p. 165.

<sup>205</sup> *Ibid.*, 5th Month 11, 1888, pp. 245-46.



the first graduates should have taken the Doctor's degree, and that four other graduates should have been studying during the year for the same degree, give evidence of a desire for advanced instruction on the part of women who have completed a collegiate course, and point to the important place which such instruction may assume in the duties of the college.<sup>206</sup>

The lack of a specific provision in the charter concerning the conferring of degrees, however, raised a question as to the college's legal right to do so. The anxiety of the trustees was momentarily allayed in 1888 when their counsel gave it as his opinion that "So far as the Legislature is concerned, I think, that in creating you a College, it gives you a right to all that is within the general scope of such an institution. This certainly involves the power to confer degrees."<sup>207</sup> Nevertheless, the problem was again raised in 1893.<sup>208</sup> With the passage of the act of legislature of June 26, 1895, the trustees decided to amend their charter. The College and University Council approved the amendment permitting Bryn Mawr College to confer "Degrees in Art, Science, Philosophy and Literature," and the court issued its final decree in April, 1896.<sup>209</sup> To eliminate any possible doubt as to the validity of the degrees granted prior to the charter amendment, the trustees "unanimously agreed to ratify and confirm all degrees . . . hitherto conferred upon the graduates of the College."<sup>210</sup>

**Catholic.** Catholic colleges for women in Pennsylvania are a phenomenon of the twentieth century. There were no coeducational institutions of higher education established by the church in the nineteenth century; nor did the existing Catholic colleges for men at that time admit women to their instruction. The prejudice against their right to higher educational opportunities which Catholic women had to overcome, was as strong as, if not stronger than, that experienced by women of other denominations. This in itself was a powerful factor militating against the early appearance of colleges for them. However, when they did arise, there were no legal doubts as to their right to the designation college. In each case either a new charter was obtained in conformity with extant law, or a previously existing

<sup>206</sup> Bryn Mawr College, *President's Report* (1887-88), 9.

<sup>207</sup> Bryn Mawr College, *Minutes of Trustees*, I, 9th Month 14, 1888, pp. 255-56.

<sup>208</sup> *Ibid.*, II, 12th Month 8, 1893, p. 234.

<sup>209</sup> *Ibid.*, 12th Month 13, 1895, pp. 320-22; College and University Council, "Biennial Report," *PRSPI*, 1896, p. 5; Montgomery County, Miscellaneous Book, No. 40, p. 305, Courthouse, Norristown.

<sup>210</sup> Bryn Mawr College, *Minutes of Trustees*, III, 5th Month 8, 1896, p. 2.

charter was amended with the approval of the College and University Council, or its successor the State Council of Education, before the first degrees were conferred upon their graduates.

Marywood College for women at Scranton, enjoys the distinction of being the first Catholic college for women in Pennsylvania recognized by the State as a degree-granting institution. Before proceeding with the establishment of college classes, the Sisters of the Immaculate Heart of Mary canvassed the priests of the diocese and obtained the sanction of the Bishop of Scranton.<sup>211</sup> A freshman class was organized in September, 1915,<sup>212</sup> and a charter was obtained from the Court of Common Pleas of Lackawanna County (1917) incorporating Marywood College with the right to confer the degrees of Bachelor of Arts, Bachelor of Science in Music, and Bachelor of Science in Household Economics.<sup>213</sup> At the first college commencement held June 15, 1919, seventeen young ladies received the Bachelor of Arts degree.<sup>214</sup>

The second college founded by the Sisters of the Immaculate Heart of Mary was incorporated in 1920 under the name of Villa Maria College, Immaculata, Chester County.<sup>215</sup> A year later (September 22, 1921) the first freshman class of seventeen students commenced collegiate studies.<sup>216</sup> In 1925 the institution conferred its first baccalaureate degrees upon thirteen members of the graduating class.<sup>217</sup> To avoid confusing the identity of the school with one bearing the same name at Erie, Pennsylvania, the college authorities with the consent of the Department of Public Instruction adopted the designation "Immaculata College" on January 4, 1929.<sup>218</sup>

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<sup>211</sup> *Sisters of the I. H. M. The Story of the Founding of the Congregation of the Sisters Servants of the Immaculate Heart of Mary and Their Work in the Scranton Diocese* (New York, 1921), 404-405.

<sup>212</sup> Marywood College, *Catalogue* (1915-16), 9 ff., in Registrar's Office, Marywood College, Scranton; *The Catholic Light* (Scranton), II (November 20, 1919), 5-6.

<sup>213</sup> Lackawanna County, Charter Book, No. 8, p. 399 (June 4, 1917), Courthouse, Scranton.

<sup>214</sup> *Sisters of the I. H. M.*, 421; Marywood College, Registrar's Records, 1919.

<sup>215</sup> Chester County, Corporation Book, No. 7, p. 429 (November 29, 1920), Courthouse, West Chester.

<sup>216</sup> Villa Maria College, Registrar's Records (1921-22), in Registrar's Office, Immaculata College, Immaculata, Pennsylvania; *Villa Maria Diary* (1925), 12, Library, Immaculata College.

<sup>217</sup> Villa Maria College, Registrar's Records, June 4, 1925.

<sup>218</sup> *PRSPI*, 1930, p. 168.

Seton Hill College, Greensburg, Westmoreland County, was founded by the Sisters of Charity in 1883, as Saint Joseph's Academy.<sup>219</sup> Incorporated February 7, 1885, with the power to confer "academic degrees," the academy persisted as a secondary school until 1912, when a post-graduate year was instituted at the request of two young ladies desiring additional preparation prior to their admission to college.<sup>220</sup> A charter amendment (1918) in conformity with the legislative act of 1895, changed the name of the academy to Seton Hill College, and endowed the corporation with full collegiate status, including the right to confer the degrees of Bachelor of Arts, Bachelor of Music, and Bachelor of Science in Household Economics.<sup>221</sup> In 1919 the college conferred its first degrees, the Bachelor of Music degree, upon two graduates.<sup>222</sup> A year later, three young ladies were awarded the Bachelor of Arts degree.<sup>223</sup>

Acting upon the suggestion of Cardinal Dougherty, the Sisters of the Holy Child Jesus resolved to expand their original plan of establishing an academy to one envisioning the formation of a college.<sup>224</sup> An estate was purchased at Rosemont, Montgomery County, and a class of seven girls was admitted to the first instruction of the college, September 26, 1921.<sup>225</sup> The following year a charter was obtained from the Court of Common Pleas of Montgomery County, incorporating "Rosemont College of the Holy Child Jesus."<sup>226</sup> On June 8, 1925, Rosemont College conferred its first degrees upon two graduates.<sup>227</sup>

<sup>219</sup> Seton Hill College, *Catalogue* (April, 1919), 7, in Library, Seton Hill College, Greensburg; Sister Mary Electa Boyle, *Mother Seton's Sisters of Charity in Western Pennsylvania* (Greensburg, 1946), 114; Salvador Federici, "Higher Education," in *Catholic Pittsburgh's One Hundred Years, 1843-1943* (Chicago, 1943), 148.

<sup>220</sup> Reference to the original charter appears in a subsequent amendment of 1895. See Westmoreland County, Corporation Book, No. 4, p. 149 (January 14, 1895), Courthouse, Greensburg. Interview held June 29, 1951, with Sister Electa, Dean of Seton Hill College and member of the academy faculty in 1912.

<sup>221</sup> Westmoreland County, Corporation Book, No. 15, p. 1 (June 3, 1918), Courthouse, Greensburg.

<sup>222</sup> Seton Hill College, *Catalogue* (1924-25), 91.

<sup>223</sup> Seton Hill College, *The Setonian*, I (June, 1920), 1, in Library, Seton Hill College, Greensburg.

<sup>224</sup> Mary E. Powers, *Rosemont College, 1921-1946* (Philadelphia, 1946), 3.

<sup>225</sup> Rosemont College, *Catalogue* (1921-22), 3, in Registrar's Office, Rosemont College, Rosemont, Pennsylvania; Sister Mary Eleanor, *Mother Mary Ignatius of the Society of the Holy Child Jesus, President of Rosemont College 1924-1938* (Philadelphia, 1949), 96.

<sup>226</sup> Montgomery County, Miscellaneous Book, No. 101, p. 21 (June 19, 1922), Courthouse, Norristown.

<sup>227</sup> Registrar's Records, 1921-52, Rosemont College.

The Sisters of Saint Joseph, founders of Chestnut Hill College, were incorporated in 1871 by the Court of Common Pleas of Philadelphia, with the "power to confer such literary degrees, honors and Diplomas as are usually granted by Academies, and Universities upon such Pupils as shall have completed in a satisfactory manner the prescribed course of studies."<sup>228</sup> Occasional catalogues of the secondary school (Mount Saint Joseph Academy) which the community established refer to this right, and those of 1905-1906 and 1906-1907 outline three college courses leading to degrees in arts, literature and science,<sup>229</sup> but the institution never exercised the charter-given privilege. During the latter years two girls were enrolled in the freshman class of the college courses, but such classes appear to have been discontinued after 1906 when the Superintendent of Public Instruction questioned the authority of the Sisters to confer degrees.<sup>230</sup>

Perhaps the attitude of the Sisters was best expressed in the report of the dean of the college to the advisory board, in 1925. She said: ". . . recognizing the high standard set for schools and colleges by the State of Pennsylvania, we have desired to bring ourselves within the jurisdiction of the Department of Public Instruction of Pennsylvania in order that when we do confer a degree upon a graduating member of the College, it will carry with it the recommendation and endorsement of the State of Pennsylvania as well."<sup>231</sup> Consequently, it was not until September 20, 1924, that a freshman class of thirty-six young women was formed.<sup>232</sup> On January 6, 1928, the State Council of Education recognized Mount Saint Joseph College as a degree-granting institution; and on June 3rd, of the same year, the college conferred the Bachelor of Arts degree on eight candidates.<sup>233</sup> Ten years later (April 8, 1938), the institution changed its name to "Chestnut Hill College of the Sisters of Saint Joseph."<sup>234</sup>

<sup>228</sup> Philadelphia County, Miscellaneous Book, J. A. H., No. 1, p. 598 (December 4, 1871), City Hall, Philadelphia.

<sup>229</sup> Mt. St. Joseph Academy, *Catalogue* (1896), 15; (1899-1900), 20; (1901-1902), 20; (1905-1906), 53-63; (1906-1907), 53-63, in Dean's Office, Chestnut Hill College, Philadelphia.

<sup>230</sup> Mt. St. Joseph Academy, Student Register, 1905-1906, 1906-1907, in Registrar's Office, Chestnut Hill College; Nathan C. Schaeffer to Mt. St. Joseph's College, November 14, 1906.

<sup>231</sup> Mt. St. Joseph College, Minutes of Advisory Board, November 23, 1925, in President's Office, Chestnut Hill College.

<sup>232</sup> *Ibid.*

<sup>233</sup> *PRSPI*, 1928, p. 146; Philadelphia County, Miscellaneous Book, No. 33, p. 215 (February 17, 1928), City Hall, Philadelphia; Mt. St. Joseph College, Minutes of Advisory Board, February 22, 1929.

<sup>234</sup> *PRSPI*, 1938, p. 39.



Another community of the Sisters of Saint Joseph, incorporated at Erie, Pennsylvania, in 1882, obtained a charter amendment (1894) investing the incorporators with "full . . . authority to confer and issue . . . all and any degrees, diplomas and distinctions of honor . . . and privileges now possessed by any institution of learning now exercising corporate powers under or by virtue of the general laws of the Commonwealth."<sup>235</sup> However, as in the case of Chestnut Hill College, the right was not exercised. Consequently, when the Sisters decided to expand their instructional offerings, and opened Villa Maria College, September 21, 1925,<sup>236</sup> they were required to obtain a new charter. The State Council of Education recognized the institution, June 1, 1928, and the local court issued its final decree shortly afterward.<sup>237</sup>

The Sisters of Mercy established their first college in Pennsylvania, College Misericordia, at Dallas, Luzerne County, September 24, 1924.<sup>238</sup> Two years later, the State Council of Education approved the school's application for a charter (December 3, 1926) as a degree-granting institution.<sup>239</sup> On June 14, 1927, the college conferred its first degrees, on five successful candidates.<sup>240</sup> A second college was opened by the order at Erie, Pennsylvania, September 20, 1926.<sup>241</sup> Two years later, "Mercyhurst College was chartered and authorized by the State Council of Education October 5, 1928, to confer the degree of Bachelor of Arts," and in 1929 awarded the Bachelor of Arts degree to four graduates.<sup>242</sup> Finally, the Sisters of Mercy announced that Mount Mercy College, Pittsburgh, Pennsylvania, would be opened September 25, 1929.<sup>243</sup> A charter was obtained from the Court of Common Pleas of Allegheny County in April, 1933; and the first degrees were conferred on fifteen graduates in the same year.<sup>244</sup>

<sup>235</sup> Erie County, Charter Book, No. 1, p. 596 (May 2, 1882); No. 2, p. 758 (May 28, 1894), Courthouse, Erie.

<sup>236</sup> Villa Maria College, *Catalogue* (1926-27), 4, in Library, Villa Maria College, Erie.

<sup>237</sup> *PRSPI*, 1928, p. 146; Erie County, Charter Book, No. 8, p. 734 (June 11, 1928), Courthouse, Erie.

<sup>238</sup> College Misericordia, *Catalogue* (1924-25), 3.

<sup>239</sup> *PRSPI*, 1928, p. 146; Luzerne County, Charter Book, No. 10, p. 420 (January 31, 1927), Courthouse, Wilkes-Barre.

<sup>240</sup> College Misericordia, Register of Graduates, June 14, 1927, p. 147.

<sup>241</sup> Erie *Dispatch-Herald*, November 12, 1926.

<sup>242</sup> *PRSPI*, 1930, p. 168; Mercyhurst College, *Catalogue* (1930-31), 60.

<sup>243</sup> Mount Mercy College, *Circular* (1929), in Dean's Office, Mount Mercy College, Pittsburgh; interview with Sister M. Regis Grace, Dean, August 7, 1950.

<sup>244</sup> Allegheny County, Charter Book No. 65, p. 175 (April 26, 1933), Courthouse, Pittsburgh; Mount Mercy College, Minutes of Trustees, May 31, 1933, p. 103, in Dean's Office, Mount Mercy College.

More recently a new Catholic college for women has made its appearance under the guidance of the Missionary Sisters of the Sacred Heart of Jesus. Cabrini College, Radnor, Pennsylvania, was incorporated by the Court of Common Pleas of Delaware County in 1957, with the power to confer the degrees of Bachelor of Arts and Bachelor of Science.<sup>245</sup> In September of the same year the institution admitted its first freshman class.<sup>246</sup>

**Status of Women's Colleges.** Colleges for women in the nineteenth century in Pennsylvania were not held in high esteem. The reports of the State superintendent of schools, for example, consistently classified them as secondary schools.<sup>247</sup> Nor was this a phenomenon confined to Pennsylvania alone. In 1881 the United States Commissioner of Education declared:

The record here presented affords some important general conclusions with reference to the education of women. It indicates a preference for separate collegiate education on the part of a large and influential class of our people. It indicates also a different conception of education as applied to women from that which obtains in the case of men. This difference, however, does not seem to conform to any recognized difference in capacity or probable vocation; it is rather the lingering evidence of a disposition to treat woman's education as a matter of little moment. It is an incongruity, not an adjustment.<sup>248</sup>

A cursory examination of the nature of the curriculum offerings, and the length of time required of the candidates for degrees in the women's colleges to complete their courses, suffices to substantiate the validity of the Commissioner's contention. Even those colleges which admitted them on an equal basis with men frequently instituted special "Ladies' Courses," or "Female Seminary Courses," academically inferior to the "regular college course," yet oftentimes conferred equivalent degrees for their successful pursuit.<sup>249</sup> Again this practice was by no means peculiar to Pennsylvania. The United States Commissioner of Education reported (1877) that "About one-half of the universities and colleges established for the instruction of young men

<sup>245</sup> Delaware County, Charter Book, N, 398 (June 7, 1947), Courthouse, Media.

<sup>246</sup> Cabrini College, *Catalogue* (1958-59), 10, in Library, Cabrini College, Radnor.

<sup>247</sup> Compare *PRSP*, 1872, p. lxvi; 1882, pp. lx-lxiii; 1896, pp. xcvi-ciii.

<sup>248</sup> *USRCE*, 1881, p. cli.

<sup>249</sup> Compare Waynesburg College, *Catalogue* (1853), 12; Mount Pleasant College, *Catalogue* (1855-56), 13; Thiel College, Minutes of Trustees, I, June 23, 1875, p. 72; Pennsylvania State College, *Catalogue* (1883-84), 43, 57; Juniata College, *Catalogue* (1896-97), 28.

also admit the other sex. . . . In most of the mixed colleges a special 'ladies' course' is established, and in general the standard of qualification necessary to obtain a diploma is lower for women than for men."<sup>250</sup>

Although there is little question of the fact that many of the colleges for women in Pennsylvania, during the period under consideration, offered a course of instruction in advance of the academies and female seminaries of the time, very few were "organized upon the usual plan of the arts colleges."<sup>251</sup> Using this criterion as his basis for classification, the United States Commissioner of Education, in 1887, included only one Pennsylvania college for women, Bryn Mawr College, in his list of the nation's colleges.<sup>252</sup> After the passage of the legislation of 1895 establishing minimum standards for degree-granting institutions, and an agency authorized to enforce those standards, the qualitative disparity between colleges for men and colleges for women began to disappear. By the close of the first decade of the twentieth century surviving institutions of higher learning for women were beginning to rid themselves of the opprobrium of legal inferiority.

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<sup>250</sup> *USRCE*, 1877, p. cv.

<sup>251</sup> *Ibid.*, 1886-1887, p. 642.

<sup>252</sup> *Ibid.*, 645.

## CHAPTER XXIII

# *The Junior College*

### I. ORIGINS

The junior college<sup>1</sup> movement in Pennsylvania traces its beginnings back to many of the early academies and secondary schools of the nineteenth century, which proclaimed as one of their objectives the preparation of students for entrance to the sophomore and junior classes of college. This aim represented essentially an elongation of the high school curriculum, and was generally incidental to the more comprehensive purpose for which the secondary institution was established.<sup>2</sup> There were, on the other hand, schools designed for instruction of a higher grade, some with the power to confer degrees, whose courses of study were in advance of the secondary schools of the period, but inferior to those offered by their recognized college contemporaries. Williamsport Dickinson Seminary may be cited as one of these. Chartered in 1860 with the right to grant the Bachelor of Arts and Master of Arts degrees, the school did in fact confer such degrees in June of the same year, and continued to do so periodically until 1914.<sup>3</sup>

Whatever arguments may be advanced for or against the possible claims of such schools to the designation junior college, the history of at least one institution born in the nineteenth century in Pennsylvania indicates that priority in the junior college movement has been misplaced. Phebe Ward states:

. . . the story of the founding of the first junior colleges in the United States is a familiar one. In fact, it has been told so often in junior college circles that, with very little prodding, our memory conjures up the details of the establishing of the first junior college—a private one—in 1896 in Chicago, Illinois. (Lewis Institute, the “first” among junior colleges, later became

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<sup>1</sup> The American Association of Junior Colleges in 1922 defined a junior college as “an institution offering two years of instruction of strictly collegiate grade.” Walter C. Eells (ed.), *The Junior College* (Boston, 1931), 3.

<sup>2</sup> Mulhern, *Secondary Education*, 316-17, 580.

<sup>3</sup> Act of March 26, 1860, Pennsylvania, *Laws, 1860*, p. 263; Williamsport Dickinson Seminary, Minutes of Directors, I, June 18, 1861, p. 25.



a four-year college and still later combined with Armour Institute to become the Illinois Institute of Technology.)<sup>4</sup>

However, this distinction more properly belongs to another institution which antedates the Lewis Institute by almost forty years.

Susquehanna University, as the Missionary Institute of the Evangelical Lutheran Church, began life as a junior college with the conscious purpose of so remaining. "This Institute," declared its founders, in 1858, "according to its present design, embraces two departments—A *Classical*, and a *Theological*. The Classical department is designed to afford to Students the necessary facilities for acquiring a respectable business education as also to prepare themselves for the Junior and Senior Classes of College."<sup>5</sup> In consonance with this vision of its direction, the institute made it clear that "No degrees are conferred in the Collegiate Department—Collegiate Certificates, however, will be given to all worthy students, certifying to the attainments which they have made."<sup>6</sup> Further, the first published outline of the curriculum in the "Collegiate Department" was two years in length, embracing the studies of the freshman and sophomore years.<sup>7</sup>

This was by no means deemed a temporary plan awaiting more propitious circumstances to flower into complete collegiate maturity. In 1861 the managers rejected a proposal to have the school "assume the full Collegiate prerogatives and privileges of our Charter."<sup>8</sup> Fourteen years later (1875) the principal reported:

The whole number of students connected with the Classical Department, was one hundred and ten. Of these sixty-five pursued classical studies, that is, paid more or less attention to the study of Latin and Greek and the higher Mathematics. Among these were six who, either in part or entirely, pursued those studies usually assigned to Sophomores in our College. In the Freshman class there were thirteen. The remaining forty-six Classical Students are in various stages of preparation for College.<sup>9</sup>

Confirmation of its junior college function was forthcoming from the county superintendent of schools, in 1877. He stated that the classical

<sup>4</sup> Phebe Ward, "Development of the Junior College Movement," in Jessie P. Bogue (ed.), *American Junior Colleges* (3rd ed.; Washington, D. C., 1952), 9.

<sup>5</sup> Missionary Institute, Minutes of Managers, I, August 31, 1858, pp. 39 ff.

<sup>6</sup> Missionary Institute, *Catalogue* (1858-59), 19, in Susquehanna University Library.

<sup>7</sup> *Ibid.* (1859-60), 14-15.

<sup>8</sup> Missionary Institute, Minutes of Managers, I, March 5, 1861, p. 73.

<sup>9</sup> *Ibid.*, May 24, 1875, p. 163.

department "prepares students . . . for the sophomore and junior classes in college."<sup>10</sup>

Influenced by a petition of the classes of 1888 and 1889, requesting the extension of the curriculum to comprehend a full college program, the directors of the Missionary Institute adopted a resolution in 1888 to confer degrees.<sup>11</sup> However, this change had not been effected by 1892; and the board was still envisioning it as a possibility of the future. In that year its members announced "That we hereby declare the aims of the board to be . . . To develop the present Collegiate department into a complete modern, American Lutheran College. . . . The Board pledges itself to actualize these aims as fast as the friends of higher Christian education furnish it with the necessary means. . . ." <sup>12</sup> Consequently, it was not until 1891 that the directors considered the reapportionment of professorial duties "In case the Course of Study is extended and a Junior and Senior Class added. . . ." This was followed immediately afterwards by a decision to "enlarge the Curriculum to a full College course"; and by a resolution to make "the work of the Junior & Senior years as far as possible . . . that of the best of our Colleges for the degrees of B.A. & B.S."<sup>13</sup> The Missionary Institute now definitely ended its career as a junior college, and memorialized its newly-won status by legally changing its name to "The Susquehanna University of the Evangelical Lutheran Church."<sup>14</sup>

One further example of a nineteenth century junior college may be cited. Palatinate College, Myerstown, Pennsylvania, was founded by the Lebanon Classis of the German Reformed Church, and chartered by the local court in 1868.<sup>15</sup> Although it was listed as a college by the United States Commissioner of Education in 1870, it conferred no degrees,<sup>16</sup> and made no pretensions to full collegiate status. In 1876 the catalogue of Franklin and Marshall College contained the following announcement concerning Palatinate College: "This institution, located at Myerstown, Pa., has been in successful operation

<sup>10</sup> William Noetling, "Higher Education," *PRSPI*, 1877, p. 505.

<sup>11</sup> Missionary Institute, Minutes of Directors, I, September 29, October 18, 1887, pp. 250 ff., 253; June 5, 1888, pp. 258-59.

<sup>12</sup> *Ibid.*, II, June 7, 1892, p. 5.

<sup>13</sup> *Ibid.*, June 5, 6, 1894, pp. 42-43, 46.

<sup>14</sup> Snyder County, Miscellaneous Record, No. 4, p. 221 (February 25, 1895), Courthouse, Middleburg.

<sup>15</sup> Lebanon County, Miscellaneous Docket, F., p. 801 (January 8, 1868), Courthouse, Lebanon.

<sup>16</sup> *USRCE*, 1870, pp. 514-15; 1873, pp. 720-21.

for a number of years past, under the fostering care of the Lebanon Classis of the Reformed Church. Its aim is to prepare students for business, the profession of teaching, or for admittance into College as far as the Junior Class."<sup>17</sup> This description of its work was confirmed by the county superintendent of schools a year later.<sup>18</sup> Towards the close of its career the college's "Classical Course" was "mainly a College Preparatory Course. It carries the student as far as to the Sophomore Class."<sup>19</sup> By 1895 the institution had passed out of existence, for in that year Albright Collegiate Institute "took possession of the buildings, apparatus and campus of Palatinate College."<sup>20</sup>

## 2. THE TWENTIETH CENTURY JUNIOR COLLEGE

Junior colleges in Pennsylvania in the twentieth century, with but one exception, arose either as extensions of existing secondary schools, or as off-campus centers of the colleges and universities. Among the earliest in the former category was that established by the Sisters of Charity at their Saint Joseph Academy, Greensburg. As indicated previously, a year of post-graduate work was offered to two young women in 1912.<sup>21</sup> By 1915 the name "Seton Junior College" was adopted, and a regular two-year college program was published.<sup>22</sup> Perhaps typical of many was the experience of Schuylkill Seminary in 1914. At that time the trustees appointed a committee "to consider the advisability of extending the curriculum of our seminary so as to include studies required by the grade of a Junior College." That this expansion of the course of studies was effected, is attested to by the fact that the following year the professors "were authorized to add a few more branches of a collegiate character to the curriculum."<sup>23</sup> By June, 1916, the faculty reported that "In accordance with the action of the Board of Trustees, the Faculty of Schuylkill Seminary have incorporated in the Bulletin of the Seminary the extended courses to cover the work of the first two years of our best classical colleges. . . ."<sup>24</sup>

<sup>17</sup> Franklin and Marshall College, *Catalogue* (1875-76), 20.

<sup>18</sup> William B. Bodenhorn, "Palatinate College," *PRSPI*, 1877, p. 357.

<sup>19</sup> Palatinate College, *Catalogue* (1889-90), 13, Historical Society of Pennsylvania.

<sup>20</sup> Albright Collegiate Institute, *Catalogue* (1895-96), 6.

<sup>21</sup> *Supra*, 589.

<sup>22</sup> Seton Junior College, *Prospectus* (1915-16), in Library, Seton Hill College, Greensburg, Pennsylvania.

<sup>23</sup> Schuylkill Seminary, Minutes of Trustees, Vol. B, June 15, 1914, p. 202; February 18, 1915, pp. 207-208.

<sup>24</sup> *Ibid.*, June 20, 1916, p. 219.

Similar junior college programs were instituted by Messiah Bible School, Grantham, 1917;<sup>25</sup> the Polish National Alliance College, Cambridge Springs, 1924;<sup>26</sup> Penn Hall Preparatory School, Chambersburg, 1926;<sup>27</sup> Williamsport Dickinson Seminary, Williamsport, 1928;<sup>28</sup> Keystone Academy, La Plume, 1934;<sup>29</sup> Wyomissing Polytechnic Institute, Wyomissing, 1933;<sup>30</sup> Harcum Preparatory School, Bryn Mawr, 1935;<sup>31</sup> Valley Forge Military Academy, Wayne, 1935;<sup>32</sup> Mount Aloysius Academy, Loretto, 1939;<sup>33</sup> York Collegiate Institute, York, 1941;<sup>34</sup> National Farm School, Doylestown, 1945;<sup>35</sup> Maryknoll Apostolic College, Clarks Summit, 1946;<sup>36</sup> St. Basil Academy and Manor College, Fox Chase, Philadelphia, 1917;<sup>37</sup> Gwynedd-Mercy Junior College, Gwynedd Valley, 1948, from an academy established by the Sisters of Mercy;<sup>38</sup> and the Franciscan Preparatory Seminary, Holidaysburg, 1949.<sup>39</sup>

Junior colleges or undergraduate centers offering the first two years of college work were established by a few of the colleges and uni-

<sup>25</sup> Messiah Bible School, Minutes of Managers, March 17, April 5, 1917.

<sup>26</sup> Alliance College, *Catalogue* (1925-26), 4.

<sup>27</sup> Penn Hall Preparatory School, *Catalogue* (1926-27), 19-25, in Library of Penn Hall Junior College, Chambersburg, Pennsylvania.

<sup>28</sup> Williamsport Dickinson Seminary, Minutes of Directors, IV, June 11, October 25, 1928, pp. 339 ff., 363-64.

<sup>29</sup> Keystone Academy and Junior College, Minutes of Trustees, IV, April 26, May 14, June 6, 1934; Keystone Junior College, *Catalogue* (1934-35), 4. Minutes and catalogues are in the President's Office at La Plume, Pennsylvania.

<sup>30</sup> Wyomissing Polytechnic Institute, Minutes of Trustees, June 1, 1933, in the President's Office, Wyomissing, Pennsylvania.

<sup>31</sup> Interview with Mrs. Edith Hatcher Harcum, President, founder and proprietor, February 11, 1952; Harcum Junior College, *Catalogue* (1935-36), 3. Catalogues are in Harcum Junior College Library, Bryn Mawr, Pennsylvania.

<sup>32</sup> Valley Forge Military Academy, *Catalogue* (1935-36), 46-48, in the Dean's Office, Wayne, Pennsylvania.

<sup>33</sup> Sister Mary de Sales, Principal, to Dr. Clarence Ackley, Secretary, State Council of Education, April 27, 1939; Mount Aloysius Academy, *Program of Courses* (August, 1939). Both are in the Dean's Office, Mount Aloysius Academy and Junior College, Loretto, Pennsylvania.

<sup>34</sup> York Collegiate Institute, Minutes of Trustees, March 24, 1941, p. 222; *Catalogue* (1941-42), 1 ff. Minutes are in the Secretary's Office, and catalogues in the President's Office, York, Pennsylvania.

<sup>35</sup> National Farm School, Minutes of Trustees, September 20, 1945, pp. 3-4.

<sup>36</sup> *PRSPI*, 1946, p. 10.

<sup>37</sup> St. Basil Academy and Manor Junior College, Minutes of Trustees, July 29, 1947, p. 46, in the Dean's Office, Fox Chase, Philadelphia.

<sup>38</sup> Gwynedd-Mercy Junior College, *Catalogue* (1948-52), 2; *PRSPI*, 1950, p. 11. Catalogues are in the Dean's Office, Gwynedd-Mercy Junior College, Gwynedd Valley, Pennsylvania.

<sup>39</sup> Bogue, *Junior Colleges*, 417.



versities of the State largely because of requests from local communities desiring higher educational facilities. The University of Pittsburgh was the first to erect a center at Johnstown in cooperation with the school district of the city of Johnstown, in 1927.<sup>40</sup> This was followed, in 1928, by the creation of similar centers at Uniontown and Erie.<sup>41</sup> Bucknell University founded the Bucknell Junior College at Wilkes-Barre in 1933.<sup>42</sup> Pennsylvania State College, by far the most prolific of the three institutions, established the Fayette Undergraduate Center, Uniontown, 1934; the Hazleton Undergraduate Center, 1934; the Schuylkill Undergraduate Center, Pottsville, 1934; the DuBois Undergraduate Center, 1935; the Altoona Undergraduate Center, 1939; the Behrend Undergraduate Center, Erie, 1948; and the Ogontz Undergraduate Center, Rydal, 1950.<sup>43</sup>

Pennsylvania's only municipally-controlled junior college derived existence from the beneficence of Mr. M. S. Hershey, of Hershey, Pennsylvania. In 1938, at a meeting of the Board of Education of Derry Township, he "guaranteed to pay all expenses for operating a Junior College for at least two years."<sup>44</sup> Plans were quickly set in motion; a faculty selected; and the decision reached to open Hershey Junior College September 14, 1938.<sup>45</sup> In October of the same year there were "83 full time students and 105 part time students" in attendance.<sup>46</sup> The following year (December 1, 1939) the school was recognized as a junior college by the State Council of Education.<sup>47</sup>

### 3. CURRICULUM

The early conception of the function of the junior college in Pennsylvania coincided rather closely with the definition formulated by the American Association of Junior Colleges in 1922. This was reflected particularly in the nature of the curriculum offerings. Since the junior college was considered primarily as an institution preparing for advanced standing in a senior college, the courses of study were geared

<sup>40</sup> *PRSPI*, 1928, p. 169.

<sup>41</sup> Starrett, *University of Pittsburgh*, 453.

<sup>42</sup> Bucknell University, Minutes of Trustees, IV, May 22, 1933.

<sup>43</sup> D. B. Pugh, "The Pennsylvania State College Undergraduate Centers" (unpublished manuscript, 1940, in the President's Office, Pennsylvania State University), 4; Bogue, *Junior Colleges*, 424, 426.

<sup>44</sup> Derry Township School District, Minutes of the Board of Education, May 16, 1938, in the Secretary's Office, Hershey, Pennsylvania.

<sup>45</sup> *Ibid.*, May 23, 28, June 3, 29, July 15, 20, August 30, 1938.

<sup>46</sup> *Ibid.*, October 17, 1938.

<sup>47</sup> *PRSPI*, 1940, p. 16.

to this purpose, and corresponded to the freshman and sophomore years of the four-year college. Even in those instances where curriculums other than the liberal arts were introduced, they were nevertheless oriented in the direction of the student's eventually earning his degree.<sup>48</sup>

Terminal education, as a distinct function of the junior college, did not make its appearance in Pennsylvania until 1930. Williamsport Dickinson Seminary, for example, announced a "General Course" for those "students who do not look forward to a four-year college course or to advanced study." At the same time, terminal courses were offered in secretarial science, art, and music.<sup>49</sup> As new junior colleges arose this expanded conception of the role of the institution became more firmly entrenched. Terminal courses, particularly of a vocational nature, were added, so that by the mid-point of the twentieth century the junior college curriculum ranged from offerings in the liberal arts and sciences to technical disciplines requiring specific vocational skills. Thus, with respect to the latter, present day students may choose from a wide variety of courses including: secretarial, medical secretarial, business administration, merchandizing, home economics, physical education, medical laboratory technician, mechanical engineering, production engineering, industrial laboratory technology, radio production, tool and diemaking, applied electricity, automotive mechanics, drafting, music, art, and social work.<sup>50</sup> These may be regarded as forming the characteristic features of the modern junior college, distinguishing it from its older, single-purpose, predecessor.

#### 4. THE JUNIOR COLLEGE IN TRANSITION

The history of the junior college movement in Pennsylvania reveals a pattern of contraction rather than expansion. The number of such institutions which once enjoyed life has been continually diminishing. This trend, particularly with respect to the privately-controlled junior college, has not been offset by a corresponding in-

<sup>48</sup> Cf. Seton Junior College, *Catalogue* (1915-16); Schuylkill Seminary, *Catalogue* (1916-17), 28-29; Messiah Bible School, *Catalogue* (1917-18), 15; Alliance College, *Catalogue* (1925-26), 16 ff.; Penn Hall Junior College, *Catalogue* (1926-27), 19, 25.

<sup>49</sup> Williamsport Dickinson Seminary, *Catalogue* (1930-31), 15-16.

<sup>50</sup> See, as examples, Scranton-Keystone Junior College, *Catalogue* (1938-39), 49-54; Alliance College, *Catalogue* (1941-42), 41; Williamsport Dickinson Seminary, *Catalogue* (1941-42), 20, 24-25; York Junior College, *Catalogue* (1942-43), 16-19; Hershey Junior College, *Catalogue* (1946-48), 37-40; Wilkes College, *Catalogue* (1947-48), 38-40; Mount Aloysius Junior College, *Catalogue* (1947-48), 34; Gwynedd-Mercy Junior College, *Catalogue* (1948-52), 2-8.

crease in the number of undergraduate centers established by the Pennsylvania State University. In fact, the chief characteristic of the junior college in Pennsylvania before the close of the first quarter of the twentieth century was that it was a prelude, a preliminary first step, to the achieving of degree-granting status.

Not a single junior college founded before 1925 remains to grace the present scene. Seton Junior College became Seton Hill College by charter amendment in 1918.<sup>51</sup> Even prior to its having become a junior college, Schuylkill Seminary offered degrees for the completion of "the regular courses of study," and resolved to discontinue the practice in 1921 "until we are able to give a four year college course."<sup>52</sup> This stage was reached, in 1923, when the State Council of Education approved the institution as a degree-granting college.<sup>53</sup> Similarly, Alliance College acquired senior college rank in 1948;<sup>54</sup> and Messiah Bible School, as Messiah College, followed suit in 1951.<sup>55</sup>

Although this process of transformation and dissolution abated somewhat, it did not cease over the intervening years. Bucknell Junior College evolved into Wilkes College in 1947.<sup>56</sup> A year later, Williamsport Dickinson Seminary obtained senior college status under the name of Lycoming College.<sup>57</sup> At the same time the National Farm School at Doylestown became a degree-granting institution as the National Agricultural College.<sup>58</sup> Further, at least one extant junior college in Pennsylvania has no intention of so remaining. On July 29, 1947, the Sisters of St. Basil the Great "unanimously agreed . . . [to] open a four year liberal arts college, to be known as Manor College, which will be placed under the patronage of St. Macrina."<sup>59</sup> They temporarily failed in this resolve because a committee of inspection

<sup>51</sup> Westmoreland County, Corporation Book, No. 15, p. 1 (June 3, 1918), Courthouse, Greensburg, Pennsylvania; *supra*, 589.

<sup>52</sup> Schuylkill Seminary, *Catalogue* (1901-1902), 23-24; Minutes of Trustees, June 14, 1921, p. 8.

<sup>53</sup> *Ibid.*, June 12, 1923, p. 34.

<sup>54</sup> Crawford County, Charter Book, F, 433 (May 18, 1948), Courthouse, Meadville, Pennsylvania.

<sup>55</sup> Dauphin County, Charter Book, T, 137 (January 2, 1951), Courthouse, Harrisburg, Pennsylvania.

<sup>56</sup> Luzerne County, Charter Book, No. 14, p. 344 (June 4, 1947), Courthouse, Wilkes-Barre, Pennsylvania.

<sup>57</sup> Lycoming County, Charter Book, No. 4, p. 236 (June 17, 1948), Courthouse, Williamsport, Pennsylvania.

<sup>58</sup> Philadelphia County, Charter Book, No. 147, p. 64 (June 28, 1948), City Hall, Philadelphia.

<sup>59</sup> St. Basil Academy and Manor Junior College, Minutes of Trustees, July 29, 1947, p. 46.

of the State Council of Education recommended (1950) that "This institution should limit itself to developing higher education on a Junior College level. I think with some additional preparation this school might do an acceptable job as a Junior College for women. I question whether it should seek accreditation as a full four-year college for some time to come."<sup>60</sup>

It has been noted previously that Pennsylvania's junior colleges, with but one exception, emerged either as extensions of existing secondary schools or as off-campus undergraduate centers of a few colleges and universities. At least one of these sources is drying up. The private secondary schools in the State, finding it increasingly more difficult to compete with the free public high schools, have diminished in number rather than multiplied.<sup>61</sup> Presumably the vacuum might be filled by the local school districts. But thus far we have seen that only one of these, the Board of Education of Derry Township, Hershey, Pennsylvania, has succeeded, with the aid of a benefactor, in establishing a junior college. Nor have the universities, save for the Pennsylvania State University, been too successful in maintaining the undergraduate centers which they created. Bucknell Junior College has become Wilkes College; and two of the three centers sponsored by the University of Pittsburgh no longer appear in the 1952 list of American Junior Colleges compiled by the American Council on Education.<sup>62</sup> Of the eighteen accredited junior colleges extant in 1952, seven are undergraduate centers (six of which are under the aegis of Pennsylvania State University);<sup>63</sup> one, Messiah College, has become a four-year degree-granting institution; and at least one other, Manor College, has already declared its intention of abandoning its junior college status. Clearly then, if no new ones arise to fill the widening gap, the future of the junior college movement in Pennsylvania is at best static.

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<sup>60</sup> Report, Committee of Inspection of the State Council of Education, March 28, 1950. In the Dean's Office, Manor Junior College, Fox Chase, Philadelphia.

<sup>61</sup> Mulhern, *Secondary Education*, 599.

<sup>62</sup> Bogue, *Junior Colleges*, 415-28.

<sup>63</sup> *Ibid.*



## CHAPTER XXIV

# *The Evolution of the Liberal Arts Curriculum*

### 1. THE REQUIRED CURRICULUM

Much is being said and written about the importance and significance to contemporary society of liberally educated people.<sup>1</sup> But few pause to define the term "liberal education" or "liberal arts." Implicit in the words of those cited and others is the assumption that people are generally agreed as to the content which the terms comprehend, and that this content is much the same now as it has been in the past. Historically this supposition is inaccurate; nor does it correctly picture the current temper of thought. The liberal arts curriculum and its product the liberally educated man changed as society changed, but more slowly. As we shall see subsequently, they represented something quite different a century or more ago from that with which they are invested by varying current opinions.

The colonial curriculum adopted by the University of Pennsylvania in 1756 differed from those of its contemporaries, Harvard, Yale, and Princeton, particularly with respect to the absence of any special orientation to the study of theology, and in the subordination of the classical languages to disciplines of a more utilitarian nature.<sup>2</sup> This does not mean that the study of Latin and Greek was neglected. On the contrary, the afternoons were devoted almost exclusively to the ancient languages and to rhetorical studies based largely upon those languages. Unlike its contemporaries, however, the university's conception of what constituted the proper province of liberal studies embraced a much broader view. In addition to the higher mathematics as far as calculus, "Instrumental Philosophy" included such practical subjects as "Surveying and Dialing," "Navigation," "Architecture, with Fortifications"; the studies in "Moral Philosophy" considered

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<sup>1</sup> Compare Louis T. Benezet, "The Mission of the Liberal Arts College," *School and Society*, LXXXV (March 2, 1957), 71-72; William W. Brickman, "Liberal Education and Industrial Leadership," *ibid.* (September 14, 1957), 253; Sol W. Linowitz, "A Liberal Arts College Is Not a Railroad," *ibid.* (November 23, 1957), 351-53; John Rettaliata, "Synthesizing Science and Liberal Education," *ibid.*, LXXXVI (February 1, 1958), 51-54.

<sup>2</sup> *Supra*, 270-77; Snow, *College Curriculum*, 72.

"Natural and Civil Law," "Civil History," "Laws and Government," "Trade and Commerce"; and "Natural Philosophy" comprehended "Mechanic Powers," "Hydrostatics," "Pneumatics," "Lights and Colours," "Optics," "Perspective," "Astronomy," "Natural History of Vegetables," "Natural History of Animals," "Chemistry of Fossils," and "Chemistry of Agriculture." According to Provost Stillé, "in 1756 no such comprehensive scheme of education existed in any college in the American colonies."<sup>3</sup>

Nor did its progenitors conceive of this curriculum as fixed and immutable, the *sine qua non* for the liberally educated. The student was urged to augment the work of the classroom with a suggested list of supplementary readings, and to consider the whole of his college education as a prelude to further study. "Life itself being too short to obtain a perfect acquaintance with the whole circle of the *Sciences*," said William Smith, "nothing has ever been proposed by any plan of *University Education*, but to lay such a general foundation in all branches of literature, as may enable youth to perfect themselves in those particular parts, to which their business or genius, may afterwards lead them." Further, he continued, "and scarce any thing has more obstructed the advancement of sound learning, than a vain imagination, that a few years, spent at college, can render youth such *absolute Masters of Science*, as to absolve them from all future study."<sup>4</sup>

The uniqueness of this program, then, lay not in the exclusion of the ancient languages and their literature, for these still remained the heart of the curriculum; but in its comparative breadth of scope and perspective. The liberal arts were not to be confined within the narrow limits of theological requirements, but were to be expanded to serve the demands of secular life. If the curriculum became relatively static, more concerned with the fostering of mental discipline than with the development of general cultural attainments, it was not because of a lack of vision on the part of its original promulgators, but because later educators entertained a different conception of what constituted a liberal education.

Although the university's collegiate course of studies following the Revolution still contained many of the elements embraced by its colonial forerunner,<sup>5</sup> it no longer encouraged private study, or exhib-

<sup>3</sup> *Supra*, 270-77; Charles Stillé, *A Memoir of the Rev. William Smith, D.D., Provost of the College Academy and Charitable School of Philadelphia* (Philadelphia, 1869), 12.

<sup>4</sup> *Philadelphia Pennsylvania Gazette*, August 12, 1756.

<sup>5</sup> U.P., Minutes of Trustees, III, March 8, 1780, p. 54; July 2, 1782, pp. 126-27.

ited the attribute of flexibility. The excellence of the old curriculum, which so profoundly influenced the course of the post-Revolutionary colleges of the United States,<sup>6</sup> provided the rationale for inhibiting its further growth. Prescription rather than election became the dominant characteristic. With the university's adoption of the four-year curriculum in 1826 the ancient languages formed the core of the course. Latin and Greek were required of each student for each of the four college years. These were supplemented by the study of mathematics, natural philosophy, and moral philosophy. But their practical application was no longer emphasized.<sup>7</sup> The function of the college was now conceived at the university and elsewhere as "the systematic development and discipline of the faculties of the mind, in due proportion and in a natural order."<sup>8</sup>

This doctrine of formal discipline with its stress upon the disciplinary effects of the ancient languages and mathematics, had already been officially adopted by the trustees of the University of Pennsylvania in 1824. In a statement of principles they declared:

Liberal education must rest for its basis on an accurate and extensive knowledge of the learned Languages, when the acquisition of them has cultivated the taste, strengthened the Memory and Stored the Mind with terms and the Capacity to analyse them. Adapted to every branch of Knowledge an introduction of the *precise Sciences*, of Mathematics and the art of reasoning is peculiarly valuable. . . . Hence it is proposed to devote the two first years of College Discipline, chiefly to the study of the *Greek and Latin Languages*. . . . To give a similar preference, decided and unequivocal as a preference, although short of exclusive occupation, to *Mathematical Studies* during the third or Junior year. And to lead the attention, toward the end of the Collegiate course, mainly to the *Philosophy of Matter and of Mind*.<sup>9</sup>

Yale College also emphasized the disciplinary aspects of a liberal education. "The two great points to be gained in intellectual culture," the college maintained (1827), "are the *discipline* and the *furniture* of the mind; expanding its powers, and storing it with knowledge. The former of these is, perhaps, the more important of the two." Con-

<sup>6</sup> Snow, *College Curriculum*, 143.

<sup>7</sup> U.P., Minutes of Trustees, VII, January 3, 1826, pp. 135 ff.

<sup>8</sup> F. A. P. Barnard, "On Improvements Practicable in American Colleges," *Barnard's American Journal of Education*, I (January, 1856), 177.

<sup>9</sup> U.P., Minutes of Trustees, VII, July 23, 1824, pp. 82-83.

sequently, the college course should aim at the "daily and vigorous exercise" of "the faculties of the student."<sup>10</sup>

As religiously oriented colleges arose, they also adopted the principle of the fixed curriculum with its emphasis in Latin and Greek. Lacking the staff and facilities of the University of Pennsylvania, they included less of physics and chemistry in their programs than the older institution.<sup>11</sup> Moreover, some were more resistant to change and tended to cling to the practices of the past despite the growing demand for liberalization. They presumably held with F. A. P. Barnard of the University of Mississippi who declared (August 31, 1855) in a paper read before the American Association for the Advancement of Education:

I say . . . that the business of our colleges is to educate, and not to inform. And no argument, which goes to decry the freedom with which they employ mathematical or classical studies, as instruments of mental discipline, on the score that these subjects are less practical in their nature than something else might be, is valid, until it shall have been shown—a thing which has never yet been done—that this something else has an equal educational value with the studies so denounced. I am not prepared, therefore, to assent to the judiciousness of any of those proposed changes of our present plan of college education, by which the amount either of classical or of mathematical study, now exacted, shall be materially diminished. And, entertaining these opinions, I am equally unprepared to admit the propriety of abolishing the curriculum of study, or even of introducing parallel courses of study, if these courses are to run through any considerable portion of the time now devoted to college education.<sup>12</sup>

That these conceptions were widely entertained is further evidenced by the report of a committee on college curriculum to the Pennsylvania State Educational Convention of 1862. The committee advanced a two-fold premise concerning the objectives of education, and stated in its report:

<sup>10</sup> Quoted in Thomas Woody, *Liberal Education for Free Men* (Philadelphia, 1951), 202.

<sup>11</sup> Compare Dickinson College, *Statutes* (February 15, 1822), 8-11; Jefferson College, *Laws* (May, 1820), 4; Washington College, *Catalogue* (September, 1824), 1-3; "Prospectus of Allegheny College," *Hazard's Register*, IV (October 31, 1829), 275-76; Lafayette College, *Minutes of Trustees*, I, October 10, 1832, pp. 36-37; Pennsylvania College, *Charter . . . with Course of Studies* (1834), 9-10; Bristol College, *Catalogue* (1834-35), 45-47; Marshall College, *Catalogue* (1837-38), 7-9; Westminster College, *Catalogue* (1853-54), 13; Muhlenberg College, *Catalogue* (1867), 12-13; Mercersburg College, *Catalogue* (1868-69), 11-13; Thiel College, *Catalogue* (1875-76), 16-19.

<sup>12</sup> F. A. P. Barnard, "On Improvements," *Barnard's American Journal of Education*, I (January, 1856), 179-180.



The *immediate* object is *discipline, culture and the fixing of character on just principles*. . . . The *ulterior* object is to furnish this form [discipline] with the matter which relates the object of the activities and practical events of life. . . . In seeking then, in detail, what studies will best meet the requisitions of the case, we accept, in the main, the established usage of our Colleges, as expressing the judgment of the learned, modified and corrected from the experiences of the past. We have then, first, as the studies which contribute to discipline most effectively, the ancient classical languages, pure Mathematics and Logic. We reckon these about equal in degree in effecting discipline, tho' quite diverse in kind. We think the value of the Mathematics has been overrated, and that of the study of the Classics underrated, in this respect. Mathematics and Logic contribute to discipline merely—they give only empty form; the study of the classics contributes likewise substance, and induces a habit of mind adapted to the practical processes of life and the determination of moral questions. If now we add to these, the inculcation of the doctrines of christianity [*sic*] and the conviction of its truth as the system of the world, we have the main features of the formative part of the subject.<sup>13</sup>

The doctrine of formal discipline, however, had vigorous opponents as well as advocates. Horace Greeley, in a commencement address on "The Relations of Learning to Labor," delivered before the literary societies of Hamilton College, July 23, 1844, stated:

. . . permit me to hazard a criticism on so much of our educational processes—no great portion of any college course, I will hope—as are undertaken for the sake, it is said, of "disciplining the mind." I ask a student friend why he, who is aspiring to the Christian Ministry, should devote so much time to a science so little pertinent to his future calling as Mathematics, and he answers that the study of Mathematics is an admirable discipline for the mind! Need I say to you that I neither appreciate the force of the reason nor discern the benefits of the discipline? I do not say that this or any other science may not be eminently calculated to subserve the purpose contemplated—I simply demur to the necessity or fitness of pursuing mental discipline apart from healthful mental activity in the sphere of practical life.<sup>14</sup>

Thirteen years later, in an even more forceful statement, Greeley insisted:

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<sup>13</sup> *Pennsylvania School Journal*, XI (September, 1862), 95.

<sup>14</sup> Horace Greeley, *Hints Toward Reforms, in Lectures, Addresses and Other Writings* (New York, 1850), 121-22.

... mind is best disciplined by its own proper work; and not by making this discipline the great end. I would say to the farmer's son, poring over Greek verbs and Hebrew roots and accents; to the damsel of sixteen, wasting her sweetness on algebra and geometry, what do you propose to do with this . . . ? If you propose to turn it to some practical account, very well; but if you only acquire it with an eye to mental discipline, then I protest it is a waste of time and energy.<sup>15</sup>

Furthermore, strict prescription and the continued dominance of the ancient languages could not long remain unchallenged in an environment bristling with scientific discovery and technological innovation. We have already noted the effect of these in the trend towards secularization of church-related colleges following the Civil War. The adoption of new scientific and technical curricula in the latter half of the nineteenth century further contributed to the undermining of the hegemony of Latin and Greek in the fixed college program. These continuing influences, strengthened by the movement to grant the student the right to select certain of his courses, gradually wrought changes in the college curriculum and changes in the conception of what constitutes a liberal education.

## 2. THE ELECTIVE PRINCIPLE

The ancient languages have long had their critics. John Milton insisted that "we do amiss to spend seven or eight years merely in scraping together so much miserable Latine and Greek, as might be learnt otherwise easily and delightfully in one year." Furthermore, he maintained that "though a Linguist should pride himself to have all the Tongues that *Babel* cleft the world into, yet, if he have not studied the solid things in them as well as the Words & Lexicons, he were nothing so much to be esteem'd a learned man, as any Yeoman or tradesman competently wise in his Mother Dialect only."<sup>16</sup> Benjamin Franklin deplored the emphasis placed upon them at the College, Academy and Charitable School, to the detriment of a practical "English" education.<sup>17</sup> "Dr. Rush," said Mathew Carey, "in 1789, commenced a violent attack upon the dead languages—of

<sup>15</sup> Woody, *Liberal Education*, 212.

<sup>16</sup> John Milton, *Tractate on Education*, ed. Oscar Browning (Cambridge, 1897), 4-5.

<sup>17</sup> Benjamin Franklin, "Observations Relative to the Intentions of the Original Founders of the Academy in Philadelphia," in Woody (ed.), *Educational Views of Benjamin Franklin*, 1 ff.

which the object was to extirpate them altogether from our schools and colleges." Had he been less vituperative, Carey continued, "The attempt . . . might have succeeded, and done infinite good," but it "utterly failed from its being carried quite too far."<sup>18</sup> In 1826 a movement was set afoot to establish a college in Philadelphia "where English literature, the sciences, and the liberal arts, shall be fully taught, unconnected with the Greek and Latin, and for admission into which there shall be no prerequisite of having studied these languages."<sup>19</sup>

But these long standing symbols of culture were too firmly entrenched to be dislodged by occasional attack, no matter how "violent." Changes in the curriculum were effected, at first, by the gradual addition of new disciplines rather than by the displacement of either Latin or Greek. Thus, Jefferson College added chemistry to the curriculum in 1813.<sup>20</sup> Dickinson College expanded its course in 1830 to include zoology, botany, history, mineralogy, geology, and lectures on philology.<sup>21</sup> In 1846 the trustees authorized the faculty "to allow the Modern Languages to be substituted for certain other studies in the College Course, at the discretion of the Faculty and option of the Student." Nevertheless they made it clear the following year that the modern languages were not to "be required as necessary to graduation."<sup>22</sup> As early as 1834 Pennsylvania College (Gettysburg College) permitted "optional studies" in the junior and senior years in addition to the prescribed course. However, such studies were not listed.<sup>23</sup> Three years later (1837) the catalogue designated German, Hebrew, navigation, botany, mineralogy, and geology in this category. That these were not considered as essential parts of the regular curriculum for which credit was given toward the degree, is evidenced by the following: "German, French, Hebrew, Navigation, Botany, Mineralogy, Geology, Anatomy and Physiology being optional Studies, are attended to by the members of any Class having the necessary knowledge and leisure."<sup>24</sup>

<sup>18</sup> Carey, *Reflexions on the Proposed Plan for Establishing a College in Philadelphia*, p. iii.

<sup>19</sup> *American Journal of Education*, I (September, 1826), 566 ff.

<sup>20</sup> Jefferson College, Minutes of Trustees, I, April 28, 1813, p. 81.

<sup>21</sup> *Pittsburgh Gazette*, September 21, 1830.

<sup>22</sup> Dickinson College, Minutes of Trustees, IV, July 8, 1846, p. 58; July 7, 1847, p. 76.

<sup>23</sup> Pennsylvania College, *Charter . . . with Course of Studies* (1834), 10.

<sup>24</sup> Pennsylvania College, *Catalogue* (1837), 10-11; (1839), 12.

This cautious introduction of "optional studies" by no means represented the beginning of a steady and continuous advance. There was backsliding as well. The president of Dickinson College, for example, stated in 1865:

We think that the time has come for a partial reorganization of the College Course of Studies. There is a demand for something more practical which we are not at liberty to ignore. We think the first two years of the College Courses should be devoted mainly to the Elements of Classical learning & the pure Mathematics; and that after that, there should be divergencies; that the young man may choose those studies best adapted to qualify him for his calling.<sup>25</sup>

His words were heeded; for the following year he reported to the trustees that "In exercising the discretion committed to them to determine the Elective studies, the Faculty resolved, that the Classic Greek of the Junior Year, and both the Greek and Latin of the Senior Year be omitted in favor of the course in Analytical Chemistry; and that for the Hebrew, the French and Calculus of the Junior Year, and the Classic Greek and Latin of the Senior year be omitted."<sup>26</sup> On the other hand, although the curriculum of Marshall College had contained optional studies in 1840, the attitude of the trustees towards course selection had so changed some thirty years later as to prompt them to declare adamantly: "There are . . . no optional courses of study in Franklin and Marshall College, in which the learner is allowed to choose for himself what he shall learn. It receives no irregular students, as they are called, and has no provisional or mixed classes."<sup>27</sup>

It is clear from the foregoing that no specific date can be designated as marking the point at which the elective principle was universally adopted. Nevertheless, there were gradual increments to the curriculum; and, particularly in the second half of the nineteenth century, wherever these forced a modification of the prescribed college course, Latin and Greek were usually the first of the ancient disciplines to feel the impact of the introduction of new studies and the atomization of the old. In 1857 the trustees of the University of Pennsylvania were asked to consider "the great inequality existing in the portion of the present course of collegiate instruction which is now given to the studies in the Greek and Latin languages, as compared with that

<sup>25</sup> Dickinson College, Minutes of Trustees, V, June 27, 1865, p. 7.

<sup>26</sup> *Ibid.*, June 26, 1866, p. 4; *Catalogue* (1866-67), 17-18.

<sup>27</sup> Marshall College, *Catalogue* (1840-41), 19; (1870-71), 11.



given to the Studies in the various branches of the English Language and literature." They were urged to establish professorships in the modern languages co-equal with those of Latin and Greek "so that it shall be in the power and option of the students in the Department of Arts to receive instruction in the Modern Languages and literature, in lieu of the Ancient languages and literature . . . and to be entitled to degrees and Collegiate honours for proficiency in the modern languages and literature, equally with that in the ancient languages and literature." However, the trustees were not yet ready to entertain such a radical departure from tradition and resolved "that in their opinion it was inexpedient to introduce any changes in the course of instruction in the Department of Arts."<sup>28</sup>

But the demands of society in transformation, and the influence of example already set by such respected institutions as Harvard and Yale, could not long be ignored. In 1867 the faculty of the University of Pennsylvania pointed to the plan of elective studies already in force at these New England colleges and expressed the "very decided opinion" that "the adoption of a similar system in the University would probably meet with the approval of the public and be attended with an enlarged patronage of the institution." They proposed that the instructional staff be enlarged and that electives commence at the close of the sophomore year as follows: "Junior Year Student elects, 1. Mathematics or History, 2. Mechanics etc. or Chemistry or both, 3. Greek or German or Spanish, 4. Latin or French or Italian. Senior year Student elects, 1. Mathematics or History, 2. Mechanics, etc. or Chemistry or both, 3. Greek or German or Spanish, 4. Latin or French or Italian." This system, the faculty claimed, "will permit a considerable enlargement of the partial course of study that is now to some extent pursued in the Department of Arts and will give the whole course such an adaptation to the present views of the public on the subject of practical education as will meet and we trust command the full confidence in the ability of the University to satisfy all who desire a liberal education." The trustees concurred with this estimate of the public temper and resolved to place the elective plan into operation.<sup>29</sup>

Newly formed institutions, arising in this moderating climate of innovation, experienced less difficulty in embracing the elective principle. The first catalogue of Lebanon Valley College (1867) announced

<sup>28</sup> U.P., Minutes of Trustees, X, May 5, December 1, 1857, pp. 230-31, 249-50.

<sup>29</sup> *Ibid.*, January 1, 1867, pp. 587-89.

that "The Laws of the College provide that students of any Course may elect to pursue an equivalent study in any other course, with the consent of the Faculty."<sup>30</sup> Swarthmore College, the first institution of higher education in Pennsylvania to permit electives in all four years of the liberal arts course, opened its doors for instruction in 1869<sup>31</sup> with the elective principle in full operation. The college had so completely adopted the new conception of curriculum organization, that from the outset it required only two years of Latin for the Bachelor of Arts degree, while the study of Greek was entirely optional.<sup>32</sup> Ursinus College, which began life in 1870, demanded Latin and Greek of its freshman and sophomore students, but included the ancient languages among the electives of the junior and senior years.<sup>33</sup> Although the experiences of other recently founded institutions (for the period under consideration) could be cited, one further example will suffice to indicate the general trend. Bryn Mawr College (1885), following the lead of Johns Hopkins University, introduced what may be called the modern principle of curriculum organization. The only courses required of all students were English, science, or science and history, and philosophy. Each student rounded out the remainder of her program by selecting from various combinations of disciplinary groups the "major" and "minor" studies she wished to pursue.<sup>34</sup>

Many of the older institutions responded rather slowly and cautiously to the demand for curriculum liberalization. The University at Lewisburg (Bucknell University) postponed action on the recommendation of a committee of trustees (1868) "that the Faculty be at liberty to institute parallel & optional studies so far as the present teaching force will enable them to do so," until 1876, when limited selection was introduced in the junior year only, permitting the student a choice of either Greek or French.<sup>35</sup> Haverford College, in 1876, adopted the recommendation of the president and superintendent of the college "that the Elective system be adopted *to a limited extent* in the last two years of the classical course, and . . . that the classical course shall be the present Collegiate course, except that the Calculus and the Greek and Mathematics of the Senior Year shall become

<sup>30</sup> Lebanon Valley College, *Catalogue* (1866-67), 31.

<sup>31</sup> Swarthmore College, *Minutes of Managers*, I, 12th Month 7, 1869, p. 77.

<sup>32</sup> Swarthmore College, *Catalogue* (1869-70), 38-40; *supra*, 181.

<sup>33</sup> Ursinus College, *Catalogue* (1869-70), 15-18.

<sup>34</sup> Bryn Mawr College, *Catalogue* (1885-86), 10 ff.

<sup>35</sup> University at Lewisburg, *Minutes of Trustees*, II, July 29, 1868, p. 235; *Catalogue* (1875-76), 11.

elective studies.”<sup>36</sup> In 1887 Allegheny College introduced the elective system in the sophomore and junior years of the classical course, and confined the required study of Latin and Greek to the freshman year only.<sup>37</sup> Pennsylvania College adopted a “scheme . . . of Elective Studies” in 1891, wherein students were permitted to omit the ancient languages in their senior year.<sup>38</sup> As a final example, although by no means the last possible one, we will note the reluctant yielding of the formerly adamant Franklin and Marshall College. In 1895 the catalogue contained an outline of the liberal arts curriculum in which, for the first time, elective studies were offered in the senior year including the formerly prescribed Latin, Greek, and calculus.<sup>39</sup>

With the rather general adoption of the group system of curriculum organization by the close of the second decade of the twentieth century,<sup>40</sup> the conception of a liberal arts education underwent further revision. In adopting the recommendation of the majority of the faculty of the University of Pennsylvania (1914) that “but one degree, A.B. be given for the courses in Arts and Sciences,” that the group system be instituted, and that only three units of an ancient language be required, the trustees gave expression to the conflict between the proponents of the new and the advocates of the old idea of what properly constituted a liberal education. The report of the “Committee on Curriculum” stated:

After a full interchange of views, it appeared that Professors Cheyney and Graves, representing the majority of the Faculties, were insistent that the degree of A. B. should be given to students completing the proposed curriculum, without requiring both Latin and Greek as part of the course. They conceded that the A. B. degree of the University of Pa. had always been based upon a course of instruction which included the classics, and that this degree had always had this significance down to the present time.

It was explained, on behalf of the Committee of your Board, that it was not proposed to reopen the question of the curriculum. We suggested, however, that, inasmuch as the degree of A. B. was understood to involve an affirmation that the holder

<sup>36</sup> Haverford College, Minutes of Managers, III, 1st Month 14, 1876.

<sup>37</sup> Allegheny College, *Catalogue* (1886-87), 30-33.

<sup>38</sup> Pennsylvania College, Minutes of Trustees, II, June 17, 1891, p. 324; *Catalogue* (1891-92), 15-16.

<sup>39</sup> Franklin and Marshall College, *Catalogue* (1894-95), 23-30.

<sup>40</sup> Compare Allegheny College, *Catalogue* (1910-11), 40-46; Pennsylvania College, *Catalogue* (1910-11), 25-34; Lafayette College, *Catalogue* (1915-16), 24-26; Washington and Jefferson College, *Catalogue* (1915-16), 11 ff.

had accomplished a course including classics, it was a misuse of terms to confer it where Latin and Greek had not been required. We further suggested that if it be true, as alleged, that the proposed courses in science and other studies are of equal "cultural" value with the classics, it would seem reasonable to confer a degree involving an avowal of what has been done, rather than that the University should press into service one that has always meant something else.

To these suggestions it was answered that most institutions in the United States are now using the degree proposed, and that it no longer means what it formerly did; but that it still has a value so much greater than any other, that the University would suffer if not authorized to confer it upon students who have not earned it according to the older standards.

To at least one member of your Committee the pending question seems to involve a more important matter than academic propriety. The majority of the Committee, are, however, of the opinion that, as all the members of the teaching body, with the exception of those connected with the Classical Department, are insistent upon the change, it would not be wise to oppose the wishes of so large a majority of those to whom we must look for our actual educational results.<sup>41</sup>

Latin and Greek, formerly the heart of the liberal arts curriculum, now began to enter a period where not only their preeminence but their very survival was threatened. The process of elimination, initiated slowly at first by a few institutions, gathered such momentum that by the close of the fourth decade of the twentieth century it was the exceptional college which demanded either one or the other of the candidate for the Bachelor of Arts degree. The experience of a few institutions will serve to indicate the nature of the general trend. Geneva College, in 1919, offered the degree symbolic of the liberal arts program without requiring the pursuit of either Latin or Greek.<sup>42</sup> Bucknell University eliminated the ancient languages from the prescribed arts curriculum in 1920.<sup>43</sup> These were followed by Temple University<sup>44</sup> and Lebanon Valley College in 1923;<sup>45</sup> Grove City College, 1929;<sup>46</sup> Bryn Mawr College, 1931;<sup>47</sup> Ursinus College, 1933;<sup>48</sup>

<sup>41</sup> U.P., Minutes of Trustees, XVI, April 27, June 8, 1914, pp. 114-15, 132-33.

<sup>42</sup> Geneva College, *Catalogue* (1918-19), 24-26.

<sup>43</sup> Bucknell University, *Catalogue* (1919-20), 34-35.

<sup>44</sup> Temple University, *Catalogue* (1922-23), 57 ff.

<sup>45</sup> Lebanon Valley College, *Catalogue* (1922-23), 29.

<sup>46</sup> Grove City College, *Catalogue* (1928-29), 39-42.

<sup>47</sup> Bryn Mawr College, *Catalogue* (1931), 41-43.

<sup>48</sup> Ursinus College, *Catalogue* (1932-33), 136.



Lafayette College, 1934;<sup>49</sup> Franklin and Marshall College, 1934;<sup>50</sup> Moravian College and Theological Seminary, 1938;<sup>51</sup> Muhlenberg College, 1940;<sup>52</sup> Haverford College, 1944;<sup>53</sup> and Dickinson College, 1947.<sup>54</sup>

The introduction of the elective principle and the gradual diminution in time allotted to the pursuit of the ancient languages permitted the inclusion of studies formerly regarded as foreign to the prescribed liberal arts program. Although occasional acknowledgment may have been given them as to their practical utility or their salutary effect on the physical and cultural development of the student, the modern foreign languages, music and the arts, and physical education, were only later accorded "collegiate status" in the sense that they were recognized as worthy of credit towards the baccalaureate degree. It is to a brief examination of their rise and their eventual acceptance as college courses that we shall now turn our attention.

### 3. MODERN FOREIGN LANGUAGES

**In the University of Pennsylvania.** When the trustees of the Academy and Charitable School drew up the "Constitutions of the Publick Academy in the City of Philadelphia," (1749) they made clear provision for the teaching of "the most useful living foreign languages, French, German and Spanish."<sup>55</sup> To carry out this mandate of their "Constitutions" the trustees, in 1754, employed a Mr. Cramer of whom Dr. Thomas Bond and Benjamin Franklin "had made some Enquiry . . . and had been inform'd he was qualified for Teaching the French Italian & German Languages." Since college classes had not yet been organized, only the students of the academy were able to avail themselves of Mr. Cramer's services. But his tenure was short-lived. In 1755, "the Trustees being of Opinion his being longer employ'd in the Academy was unnecessary, agreed he should be paid up to this Time, and to give him a Quarter Salary over."<sup>56</sup>

Prior to his coming to the Academy and Charitable School, William Smith had made provision for the teaching of French, Italian, Spanish,

<sup>49</sup> Lafayette College, *Catalogue* (1933-34), 28, 34.

<sup>50</sup> Franklin and Marshall College, *Catalogue* (1933-34), 34.

<sup>51</sup> Moravian College, *Catalogue* (1937-38), 36.

<sup>52</sup> Muhlenberg College, *Catalogue* (1939-40), 45-46.

<sup>53</sup> Haverford College, *Catalogue* (1943-44), 24-25.

<sup>54</sup> Dickinson College, *Catalogue* (1946-47), 34-35.

<sup>55</sup> C.A.C., Minutes of Trustees, I, November 13, 1749, p. 1.

<sup>56</sup> *Ibid.*, January 8, July 9, 1754, pp. 38, 41; July 11, 1755, p. 56.

and German in his mythical College of Mirania. These, however, were not to be part of the regular college curriculum and were to be studied at private hours at the option of the student and during his leisure.<sup>57</sup> The program of college studies adopted in 1756 made no mention of the modern foreign languages. Snow<sup>58</sup> hazards the opinion that Dr. Smith omitted them in his plan for the College, Academy and Charitable School because the course was limited to three years. Although an occasional teacher of French and Spanish was employed from time to time, there was no organized plan for the inclusion of the modern languages until the University of the State of Pennsylvania established a German professorship in 1780.<sup>59</sup>

The rise and decline of the "German School" resulting from the appointment of the Reverend John Christopher Kunze as "German Professor of Phylology" has already been discussed. What was particularly significant of this first academic professorship of German in the United States<sup>60</sup> was its status in the college faculty. It was not (as were the former and most of the subsequent professorships of modern languages in the university) regarded as a subordinate appendage to the regularly constituted faculty to be attended largely by the academy students. In constituting the chair the trustees decreed that it shall be the duty of the professor of German "to teach the Latin and Greek Languages, thro' the medium of the German language, as well in the Academy as in the University."<sup>61</sup> A measure of the importance attached to it by the university authorities may be gauged by the action of the trustees in petitioning and obtaining from the legislature (1785) an act declaring that the professorship of German shall be continued in the university "as a part of the system of education carried on therein."<sup>62</sup>

However, with the demise of the German department after 1787, the university again reverted to the former position of viewing the modern languages as extra-curricular studies of a secondary nature to be pursued only by those who had the leisure and desire to do so. Thus, in detailing the duties of the German professor in 1792, the trustees decided that he "shall teach such of the English Students as may desire it, the German Tongue, and the latin and greek to the

<sup>57</sup> Smith, *General Idea of the College of Mirania*, 9 ff.

<sup>58</sup> Snow, *College Curriculum*, 142.

<sup>59</sup> C.A.C., Minutes of Trustees, I, May 20, 1766, p. 314; U.S.P., Minutes of Trustees, III, January 10, 1780, pp. 38-39.

<sup>60</sup> *Supra*, 285, 286, 289; U.P., Minutes of Trustees, XV, December 9, 1912, p. 526.

<sup>61</sup> U.S.P., Minutes of Trustees, III, January 10, 1780, pp. 38-39.

<sup>62</sup> Bioren, *Laws*, II, 352 (Act of September 22, 1785).

german Students through the Medium of their own language.”<sup>63</sup> This attitude was clearly revealed in 1795 when the trustees, upon the application of two French gentlemen, “Resolved that they be received as teachers under the patronage of the Trustees of the University.”<sup>64</sup> Again, in 1815, the board “Resolved that M. Varin be allowed to teach German and French, in the manner heretofore pursued by him, according to the intimation in the letter of the Masters of the Grammar School of the 15th of March last; during the pleasure of this Board.”<sup>65</sup> A clear formulation of the role of the modern foreign languages and their assignment to the studies of the secondary school was presented to the trustees (1822) by a committee designated to study the matter. The report, along with the suggested resolutions adopted by the board, stated:

. . . the Study of Languages and Literature of Modern Europe is universally Considered as an object of importance in the Education of Youth and to be particularly so considered in this Commercial Country. . . . Your Committee are of opinion that it will redound to the honor and advantage of the institution that provision should be made for the teaching of these four Languages [French, Spanish, German, Italian] under its auspices. The Universities of Europe trammelled by Ancient habits have it is true in a great degree overlooked these branches of Modern Education. . . . But we are not bound to follow the example of Europe. And our Institutions ought to be adapted to the State of the Country in which we live. The Ancient University of Cambridge in Massachusetts has one Professor and Several teachers of Modern languages and the French, Spanish & German are taught there. It is an Example well worthy our imitation. Your Committee do not Contemplate at the present time establishing Regular Professorships, of any one of the Modern languages tho’ it may be proper so to do at a future day when the institution shall have become ripe for it by the increase of its funds and the number of its Students. At present they have only in view a general provision for the giving instruction to our Youth in the Modern Languages by Means of teachers attached to the Grammar School, nor is there any Necessity for appointing all these teachers immediately but from time to time & as suitable Subjects may offer. Thus a foundation will be laid for an establishment which the board may hereafter modify or increase as they shall think proper.<sup>66</sup>

<sup>63</sup> U.P., Minutes of Trustees, V, March 29, 1792, pp. 57-58.

<sup>64</sup> *Ibid.*, March 3, 1795, pp. 120-21.

<sup>65</sup> *Ibid.*, VI, May 2, 1815, p. 144.

<sup>66</sup> *Ibid.*, April 2, 1822, pp. 355-57.

In accordance with these proposals, teachers of Spanish, German, and French were appointed. "The compensation to be paid by the pupils to the Teachers of Modern Languages" was fixed at "Six dollars pr quarter and that for this compensation the pupils . . . [were] entitled to receive one hour's instruction three times a week in classes not exceeding seven each."<sup>67</sup> This policy of regarding the modern languages as outside the regular curriculum persisted throughout the first half of the nineteenth century. Proposals were made from time to time to include them in the college program. In 1832 the faculty "recommended to the Board of Trustees to authorize the instruction of the Classes in the French & Spanish languages, as a part of the regular course. The experiment to be commenced with the Freshman Class."<sup>68</sup> Although the trustees appointed a committee to confer with the faculty on the matter, the proposal was apparently rejected. The college curriculum contained in the "Laws for the Government of the Collegiate Department of the U. of P.," revised and amended in November, 1832, made no provision for the inclusion of the modern languages.<sup>69</sup>

A modest advance in status was achieved by the modern languages in 1846. In that year a "Professor" rather than a teacher of the French language was appointed. At the same time it was "understood and declared by the Trustees, that he is not to be a member of the Faculty of Arts, nor receive any salary from the funds of the University." Nor were the courses offered by him or the "Professor of the Italian Language and Literature," appointed in 1851, included in the college curriculum leading to the Bachelor of Arts degree.<sup>70</sup> The modern languages achieved further recognition in 1852 when the trustees adopted a separate science curriculum for which the Bachelor of Science degree was offered. In this new program they were specifically included among the course offerings.<sup>71</sup> However, despite the adoption by the trustees of a resolution (1851) "that instruction in the French Language be made a part of the regular course of studies," it was not until 1867, with the adoption of the elective principle, that the modern

<sup>67</sup> *Ibid.*, VII, October 3, 1822, p. 12; January 6, February 4, 1823, pp. 24-25, 27; June 6, 1826, p. 155.

<sup>68</sup> U.P., Minutes of Faculty, February 4, 1832.

<sup>69</sup> U.P., Minutes of Trustees, VIII, February 7, 1832, p. 39; Minutes of Faculty, November, 1832.

<sup>70</sup> U.P., Minutes of Trustees, IX, December 1, 1846, November 4, 1851; *Catalogue* (1851-52), 30-32.

<sup>71</sup> U.P., Minutes of Trustees, IX, May 4, 1852.



foreign languages were accorded equal rank with the other disciplines of the liberal arts curriculum.<sup>72</sup>

**In Other Colleges.** The precarious position of the modern languages in the college curriculum prior to the second half of the nineteenth century was further evidenced by the experience of other colleges in Pennsylvania. Practice varied according to the vagaries of local conditions and the composition of the student body. The differences, however, were neither so widespread nor so radical as to alter appreciably the discernible pattern which emerged from the history of their development at the University of Pennsylvania. Dickinson College, for example, as early as 1785, had contemplated offering instruction in French and German along with the ancient languages of Latin, Greek, and Hebrew.<sup>73</sup> With respect to the modern languages, however, there is no evidence that the plan emerged beyond the ideational stage. In fact, an advertisement of the board of trustees dated December 19, 1786, listing the professors and their departments of instruction, made no reference to them.<sup>74</sup>

For the remainder of the eighteenth century and the first three decades of the nineteenth century the modern languages were noticeably absent from the curriculum of Dickinson College. In 1834 the catalogue announced that in the senior year "At the request of the student the Modern Languages may be substituted for a portion of the Mathematical or Classical course."<sup>75</sup> At the same time the public was informed that "The two lower classes only being formed, the departments marked with an asterisk, [the department of modern languages was one of these] have not yet been supplied."<sup>76</sup> Two years later the option of substituting the modern languages for the classical and mathematical studies of the senior year was withdrawn. Though these could still be taken as additional studies in the junior and senior years, "at the discretion of the Student," the faculty did not as yet include a professor or instructor of modern languages.<sup>77</sup>

In 1846 an "honorary Professor of Modern Languages and Hebrew" was appointed, and the faculty was "authorized to allow the Modern Languages to be substituted for certain other studies in the College

<sup>72</sup> *Ibid.*, X, February 28, 1854, p. 47; January 1, 1867, pp. 587-89.

<sup>73</sup> Dickinson College, Plan of Education, August 11, 1785.

<sup>74</sup> *The Columbian Magazine, or Monthly Miscellany*, VI, No. 1 (February, 1787), printed on the inside front cover.

<sup>75</sup> Dickinson College, *Catalogue* (1834), 12.

<sup>76</sup> *Ibid.*, 10.

<sup>77</sup> *Ibid.* (1836), 5, 18.

Course, at the discretion of the Faculty and option of the Student." Accordingly, the catalogue for the following academic year announced that "French or German may be substituted, in the Junior year, for Greek, and, in the Senior, for Mathematics. For these languages, there will be an extra charge until the Professorship of Modern Languages is endowed."<sup>78</sup> Three years later (1849) the study of French and German was made mandatory for the senior and junior classes.<sup>79</sup>

However, the increasing attention given to biblical studies induced the trustees, on the recommendation of the faculty (1851), to include "Hebrew, the critical and exegetical study of the New Testament Greek and biblical Archaeology," in the junior year in place of two weekly recitations in Latin, the four of French and the three of calculus.<sup>80</sup> This, apparently, was the prelude to a partial reversion to the old system. In 1853 the trustees declared that there would be "No Elective Studies" and that "nothing in the previous action of this Board shall be so construed as to permit the omission of any part of the regular studies of the College required of candidates for graduation and the substitution of others."<sup>81</sup> The following year a new professor of modern languages was appointed "for one year, on a salary of four hundred dollars per annum, and the tuition fees of such students as may wish to receive instruction in those languages at the rate of three dollars a term."<sup>82</sup> Yet the place of the modern languages in the Dickinson College curriculum was assured after 1849; and, though they suffered occasional infringements, their status was no longer seriously challenged.

The history of modern language development at Jefferson College followed essentially the same pattern exhibited by its predecessors. In 1832 the trustees resolved to "establish a professorship of Modern Languages so soon as their funds will permit"; and authorized the faculty, a few months later, "to make arrangements for establishing a department for instruction in Modern Languages . . . in connection with this College, during the next Session."<sup>83</sup> This was given substance, two years later, in the announcement that "The French, German, Spanish, Portuguese and Italian Languages will be taught by Professor

<sup>78</sup> Dickinson College, Minutes of Trustees, IV, July 8, 1846, p. 58; *Catalogue* (1846-47), 16.

<sup>79</sup> Dickinson College, Minutes of Trustees, IV, July 11, 1849, p. 132.

<sup>80</sup> *Ibid.*, June 25, 1851, p. 180.

<sup>81</sup> *Ibid.*, July 13, 1853, p. 249.

<sup>82</sup> *Ibid.*, July 12, 1854, p. 276.

<sup>83</sup> Jefferson College, Minutes of Trustees, I, January 4, March 28, 1832, pp. 145, 147.

Hadermann.”<sup>84</sup> The records of the college do not reveal the number of students who availed themselves of Professor Hadermann’s varied linguistic accomplishments. His courses were not included among those of the prescribed curriculum; and after his departure his post was left unoccupied.<sup>85</sup>

In 1847 the relation of the modern languages to the college course—a relationship which was no doubt characteristic of former years—was described by the catalogue as follows: “French and German, though not taught as part of the College course, can always be acquired here, at the expense of the student. Dr. Smith, the Greek Professor, has long taught both of these languages.”<sup>86</sup> It was not until 1865, after the colleges of Washington and Jefferson had been combined to form Washington and Jefferson College, that the modern languages were included among the regular college offerings in the new science course adopted at that time.<sup>87</sup>

At about the same time that Jefferson College had decided to establish a professorship of modern languages (1832), Washington College, its close neighbor, resolved to institute a new professorial chair comprehending instruction “in civil engineering, the french language, political economy, mineralogy, Geology, botany, natural history &c., &c.”<sup>88</sup> However, French was certainly not taught at the college in 1836, for in that year the catalogue stated that instruction in both French and German, though not a part of the college curriculum, could “be acquired in the town. Gentlemen well skilled in these languages teach them at a small extra expense.”<sup>89</sup> Seven years later a “Professor of German Literature” was appointed “for six months—said appointment to continue for the ensuing session only.”<sup>90</sup> With the revision and enlargement of the course of study in 1851, both French and German were introduced as optional subjects in the junior and senior years.<sup>91</sup>

Like Dickinson College, Allegheny College included in its first college curriculum (adopted in 1817) the study of French and German during the freshman, sophomore, and senior years. At the same time the trustees made it clear that “Any student at the desire of his parents

<sup>84</sup> Jefferson College, *Catalogue* (1834), 11.

<sup>85</sup> Compare *ibid.* (July, 1836); (July, 1841).

<sup>86</sup> *Ibid.* (1847), 22.

<sup>87</sup> *Supra*, 471-72; Washington and Jefferson College, Minutes of Trustees, June 21, 1865, pp. 18-19.

<sup>88</sup> Washington College, Minutes of Trustees, November 25, 1832.

<sup>89</sup> Washington College, *Catalogue* (1836).

<sup>90</sup> Washington College, Minutes of Trustees, March 28, 1843.

<sup>91</sup> Washington College, *Catalogue* (1850-51), 22-23.

or guardian shall be excused from attending to the French, [and] German. . . ."<sup>92</sup> Three years later the trustees appointed a professor of German whose compensation or "stipend shall arise altogether from an assessment on the pupils, who may be under his tuition."<sup>93</sup> However, neither the professor nor the courses he conducted were viewed as belonging to the prescribed college program. This was made abundantly clear in 1833 when the first published catalogue carried an outline of the four-year course which contained no mention of the modern languages. For those who sought such instruction the catalogue stated: "Instruction in the Hebrew and French Languages, will be given by the President and Professor of Languages, to any who may desire it."<sup>94</sup> Again, the same permissive attitude towards the modern languages was expressed in 1837, when the college offered courses "in German Language . . . when either the inclination of the student or his peculiar destination may render them desirable."<sup>95</sup> The modern languages achieved an assured place in the college curriculum only after a separate scientific course was introduced (1866) in which their study was made mandatory.<sup>96</sup>

The conception in the eighteenth and early nineteenth centuries that the study of modern languages properly belonged to the curriculum of academies, rather than colleges, was further exemplified in the experience of the Western University of Pennsylvania (University of Pittsburgh). Virtually from its inception, and thereafter for the duration of its existence, the Pittsburgh Academy advertised French as an integral part of its course of study (no mention was made of German).<sup>97</sup> After the transformation of the academy into the Western University, however, the advertisements ceased to include French in the college course, although the first formal curriculum of the university, adopted in 1822, announced that "to any of the students, who may desire it . . . the Professor of modern languages will attend for the purpose of giving instruction in English, Anglo-Saxon, French, German, Italian, Spanish, and universal grammar."<sup>98</sup> It is doubtful whether the modern languages were pursued by any of the

<sup>92</sup> Allegheny College, Minutes of Trustees, I, July 14, 1817, pp. 12-13.

<sup>93</sup> *Ibid.*, April 10, July 5, 1820, pp. 50, 59.

<sup>94</sup> Allegheny College, *Catalogue* (1833), 7.

<sup>95</sup> *Ibid.* (1837), 12-13.

<sup>96</sup> *Ibid.* (1865-66), 19-22.

<sup>97</sup> Compare *Pittsburgh Gazette*, October 4, 1794; June 20, 1795; March 25, 1817; *Pittsburgh Commonwealth*, March 18, 1807.

<sup>98</sup> *Pittsburgh Mercury*, April 11, 1820; *Pittsburgh Gazette*, May 8, 1820; Western University, *The System of Education* (1822), 12.



students at this time, for an advertisement inserted in the local press by the principal (1825) informed the public that if a class could be formed for the Spanish and French, "the Rev. Mr. M'Guire will commence immediately to teach these languages."<sup>99</sup> However, they continued to be offered to those students who expressed a desire to study them, and who were willing to pay the extra fee exacted by the teacher of modern languages.<sup>100</sup> The modern languages finally achieved status in the college curriculum in 1862, when French and German were included as regular studies of the junior and senior years.<sup>101</sup>

Lafayette College also exhibited a vacillating tendency with respect to the modern languages. At the close of the first college course of studies adopted by the trustees in 1832, a postscript announced: "German Literature (when the Professorship shall have been filled) will constitute a distinct branch, at such stages as will suit the convenience of those young gentlemen who may desire to pursue the Study."<sup>102</sup> Although the trustees were unable to obtain a "Professor of German Literature," because of their inability "to raise the means of paying an adequate Salary," they did employ (1834) "Mr. Frederick Schmidt, a young Gentleman late of Bavaria . . . as teacher of German and French."<sup>103</sup> Even after they had elevated Mr. Schmidt to the rank of "Professor of German Literature and Modern Languages," neither his courses nor those of his successors were included in the prescribed curriculum leading to the baccalaureate degree.<sup>104</sup> A new departure was effected in 1857 with the announcement by the faculty that "the Junior Class had had a daily lesson in French, and the Sophomore in German, during a part of the Session just closing." From this time on, the modern foreign languages were included among the prescribed and elective studies of the college program.<sup>105</sup>

Colleges deliberately established for the purpose of providing higher educational opportunities for the large German population of the State, departed somewhat from the general pattern. The charter of

<sup>99</sup> Pittsburgh Gazette, September 9, 1825.

<sup>100</sup> Compare *ibid.*, October 13, 1835; *Harris' Pittsburgh Business Directory* (1837), 115-16; George Upfold, *An Address Delivered at the Annual Commencement of the Western University of Pennsylvania, on Tuesday, August 9, 1842* (Pittsburgh, 1842), 21-23, in Library, University of Pittsburgh.

<sup>101</sup> Western University, *Catalogue* (1862), 11-12.

<sup>102</sup> Lafayette College, Minutes of Trustees, I, October 10, 1832, p. 37.

<sup>103</sup> *Ibid.*, September 24, 1834, p. 67.

<sup>104</sup> Compare Lafayette College, *Fifth Annual Report* (1836), 2, 9; *Seventh Annual Report* (1839), 15-16 *Catalogue* (1841-42), 15; (1851), 6.

<sup>105</sup> Lafayette College, Minutes of Trustees, II, July 27, 1857, p. 67; *Catalogue* (1857-58), 14-16; (1860-61), 16-17; (1864-65), 15-16; (1910-11), 32-38.

Pennsylvania College (Gettysburg College), for example, specifically provided for a professor of German.<sup>106</sup>

Further, the speaker commemorating the organization of the college in 1832 anticipated that a competent professor of the French language would be appointed by the time the college opened its doors for instruction.<sup>107</sup> Yet the institution's first published course of study, adopted in 1834, made no mention of instruction in French, and offered German as an optional subject only, in the junior and senior years.<sup>108</sup> In 1838 the trustees resolved to "elect a Professor to be styled Prof. of Rhetoric Belles Lettres German Literature & French, who shall spend 3½ days in each week in the College."<sup>109</sup> Despite this appointment, the catalogue of 1839 still informed interested students that "German [and] French . . . being optional Studies, are attended to by the members of any Class having the necessary knowledge and leisure."<sup>110</sup> French fared even worse than German; for in 1846 it was decided to make an extra charge for instruction in that subject.<sup>111</sup> Further, the disparity in treatment between the two grew even more pronounced in 1861, when the catalogue announced that instruction in "German language and its literature . . . is now given to the classes in this department as a part of the regular College course."<sup>112</sup> It was not until 1899 that French achieved a status of parity in the curriculum with the announced intention of making it a required study.<sup>113</sup>

The subordinate position ascribed to the study of the French language was even more pronounced at Marshall College. Although neither French nor German were included in the prescribed curriculum leading to the baccalaureate degree, the emphasis which the college intended placing upon German was clearly evident in the first published course of studies. The catalogue stated "The French and German languages are taught, the latter of which receives particular attention. . . ." This concern for the promotion of the study of German was explicitly expressed in 1841. The catalogue declared:

<sup>106</sup> Act of April 7, 1832, Pennsylvania, *Laws, 1831-1832*, p. 365.

<sup>107</sup> C. Blythe, *Oration Delivered at the Organization of Pennsylvania College at Gettysburg, July 4, 1832* (Gettysburg, 1833), 20, in Library, Gettysburg College.

<sup>108</sup> Pennsylvania College, *Charter . . . with Course of Studies* (1834), 9-10.

<sup>109</sup> Pennsylvania College, *Minutes of Trustees*, I, April 18, 1838, p. 53.

<sup>110</sup> Pennsylvania College, *Catalogue* (1839), 12.

<sup>111</sup> Pennsylvania College, *Minutes of Trustees*, I, September 17, 1846, p. 130; *Catalogue* (1846), 16.

<sup>112</sup> *Ibid.* (1860-61), 20.

<sup>113</sup> Pennsylvania College, *Minutes of Trustees*, II, January 17, 1899, p. 416.

A particular interest is felt in the cultivation of the German Language. It [the college] is under German auspices, mainly, and with reference to the interest of what may be called the German mind of the country, particularly, that Marshall College has sprung into existence. At the same time no Language can be more worthy of being studied, either for its own sake, or on account of the rich stores of learning it is found to embody, in all the different Departments of knowledge. An acquaintance with the German Language may be regarded now indeed as indispensable to a thorough education, vastly more important than a knowledge of the French, or any other foreign tongue.

Yet, the same pronouncement also stated that "Instruction is given in German regularly, to all who can be persuaded to make it an object of Study."<sup>114</sup> The language became a permanent feature of the prescribed curriculum when its study was made obligatory (1845) during all four years of the college course.<sup>115</sup>

As for French, all further reference to it ceased after the original announcement in the catalogue of 1837-38. For more than fifty years it was conspicuous by its absence from the college curriculum. An attempt was made by the faculty, in 1889, to revive interest in its pursuit. At that time the college president reported:

During the last year . . . the study of the French language has been introduced. Prof. Schiedt has a class in that language, composed of such members of the higher classes as wished to study the language. As the German language is studied during the four years of the course, and the French is at least next in importance to the German among the modern languages, the faculty request the Board to make the French an optional or elective study in the curriculum of the College.

His entreaty appeared to have had some effect, for the following year he reported that "All branches which belong to the regular curriculum have been faithfully and diligently taught. Besides this special work has been done in different departments, and optional classes organized in . . . French . . . ." However, it was not until five years later, with its introduction in the junior and senior years of the regular college course, that the study of French assumed its place in the curriculum on an equal basis with the other disciplines.<sup>116</sup>

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<sup>114</sup> Marshall College, *Catalogue* (1837-38), 7-9; (1840-41), 20.

<sup>115</sup> *Ibid.* (1844-45), 23.

<sup>116</sup> Franklin and Marshall College, *Minutes of Trustees*, II, June 11, 1889, p. 147; June 17, 1890, p. 167; *Catalogue* (1894-95), 27-30.

## 4. MUSIC AND THE FINE ARTS

The colleges of Pennsylvania, prior to 1850, made little or no provision for the study of music or the fine arts. In a few isolated instances, some attention was paid to these "ornamental subjects." However, even here they were generally relegated to the curriculum of the academy or secondary department, and enjoyed but momentary existence. The "Constitution" of the Philadelphia Academy (1749) promised to provide instruction in "Drawing in Perspective"; and "lessons in drawing" were offered at the Pittsburgh Academy in 1807.<sup>117</sup> But neither of these institutions provided facilities for the teaching of music. There is some evidence to indicate that music, though unrelated to the curriculum, was not entirely lacking at the University of Pennsylvania. In 1782, a committee "appointed to consider the present State of the Organ belonging to the University reported it as their Opinion, that it is most eligible to sell the same"—and this they were authorized to do.<sup>118</sup> Four years later, the trustees received a petition from Andrew Adgate requesting that he "be appointed teacher of Musick in the University."<sup>119</sup> However, his petition was apparently denied.

Music and drawing made feeble and short-lived appearances in a few of the colleges before the nineteenth century had passed its midpoint. Dickinson College (1811) decided to encourage "Vocal & Instrumental Music in the College," by employing a professor of music who was "to teach Vocal Music, to such students as may desire it, twice a week one hour, for five dollars each student per term."<sup>120</sup> In 1843 the trustees of Lafayette College adopted a recommendation of the faculty to employ "Mr. Dixon Lewers as Instructor in Music in this Institution." Although Mr. Lewer's name appears in the catalogue of 1844-45, no mention is made of his teaching music, or, for that matter, of the college's offering a course in music.<sup>121</sup> Pennsylvania College (1846) authorized its faculty "to employ a teacher of Music for the institution," and revised the schedule of a professor in the preparatory department so that he could devote the whole of his time to the teaching of drawing and French "in the College proper."

<sup>117</sup> C.A.C., Minutes of Trustees, I, November 13, 1749, p. 1; Pittsburgh *Commonwealth*, March 18, 1807.

<sup>118</sup> U.S.P., Minutes of Trustees, III, December 10, 1782, p. 139.

<sup>119</sup> *Ibid.*, December 6, 1786, p. 224.

<sup>120</sup> Dickinson College, Minutes of Trustees, III, September 26, 1841, p. 144.

<sup>121</sup> Lafayette College, Minutes of Trustees, I, November 16, 1843, p. 123; *Catalogue* (1844-45), 4 ff.



The catalogue for the same year announced the intention of providing instruction in drawing, but made no mention of music.<sup>122</sup> Two years later (1848) even the former disappeared from the instructional offerings.<sup>123</sup>

After 1850, music and the fine arts appeared first in the colleges for women and the coeducational institutions, although a few of the colleges for men made exploratory gestures in their direction.<sup>124</sup> Thus the Pennsylvania Female College at Perkiomen Bridge, and a sister institution by the same name at Harrisburg, opened their doors in 1853, with faculties whose membership included instructors in these "ornamental" subjects.<sup>125</sup> Pennsylvania College for Women (Chatham College) included professors in music and art in its original faculty.<sup>126</sup> A "Department of Fine Arts" embracing instruction in "Music, Drawing, and Painting," was organized at Wilson College in 1871.<sup>127</sup> Bryn Mawr College constituted the sole exception to this general trend among the colleges for women. Noting the lack of provision for musical instruction at the college, a student publication observed: "The part that music plays in Bryn Mawr College life is slight enough, yet perhaps, for that very reason, its rare entrances are awaited with breathless expectation, and its exits are made amid rounds of applause and vigorous encores. Three or four times in a winter some of the members of the college, with the help of outside friends, combine to give us an evening of music, of which we are justly proud."<sup>128</sup> This may have had some influence in persuading the college authorities to make a slight concession to the musical tastes of their students. In 1896 the catalogue (the only one to do so) stated: ". . . music rooms

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<sup>122</sup> Pennsylvania College, Minutes of Trustees, I, April 16, September 17, 1846, pp. 127, 130; *Catalogue* (1846), 16.

<sup>123</sup> *Ibid.* (1848), 13-14.

<sup>124</sup> Compare University at Lewisburg, *Catalogue* (1850-51), 23-24; Haverford College, *Catalogue* (1865-66), 36; Lehigh University, *Catalogue* (1866), 23; Agricultural College, *Catalogue* (1866), 22. Muhlenberg College appointed an instructor in music and drawing in 1868, but his contract was not renewed the following year when a survey revealed "that there were no students in his Department desiring instruction in Music & Drawing." Minutes of Faculty, I, April 27, October 19, 1868; May 3, 1869.

<sup>125</sup> Pennsylvania Female College, Perkiomen, *Catalogue* (1853), 12 ff.; Pennsylvania Female College, Harrisburg, *Catalogue* (1853-54), 4, 8, 16.

<sup>126</sup> Pennsylvania Female College, Pittsburgh, Minutes of Trustees, I, September 12, October 15, 1870, pp. 27, 29.

<sup>127</sup> Wilson College, *Catalogue* (1870-71), 15.

<sup>128</sup> Bryn Mawr College, *The Lantern* (June, 1891), 98, in Library, Bryn Mawr College.

with sound-proof walls and ceilings are provided in the basement of Pembroke Hall East." At the same time the president of the college, in her annual report to the trustees, justified the establishment of a course in the "History of Art."<sup>129</sup>

Coeducational institutions, or colleges which later admitted women, frequently made provision for music and art in the curriculum. Waynesburg College employed an instructor in music (1852) and established a "Department of Art" in 1886.<sup>130</sup> Similarly, Westminster College had a "Teacher of Instrumental Music, Drawing, [and] Painting" in 1856.<sup>131</sup> Swarthmore College made provision for the teaching of drawing in 1869 and "Vocal Culture" at about the same time.<sup>132</sup> After Allegheny College had become coeducational in 1871, the trustees resolved "That a department of vocal and instrumental music and of drawing and painting be established, and that regular tuition be charged to those admitted as students."<sup>133</sup> Thiel College, at the request of a number of students (1877), employed teachers to give instruction "in vocal and instrumental music." Later (1890), the college decided to offer instruction in art.<sup>134</sup> In 1878, Pennsylvania State College contemplated offering a degree in music.<sup>135</sup> Although courses in music, as well as in art, were instituted with the inauguration of the "Ladies' Course" in 1884,<sup>136</sup> there is no evidence that such degrees were conferred. This is confirmed by the catalogue announcement of 1899, which states: "No attempt has yet been made to maintain a full department of Music, because the time of students is, in general, fully occupied with the regular work of the class room . . . for those who desire to pursue it, facilities are afforded for instruction on the piano or organ. This instruction is individual and not by classes, and is subject to a separate charge."<sup>137</sup> Villanova College

<sup>129</sup> Bryn Mawr College, *Catalogue* (1896), 120; Minutes of Trustees, III, 10th Month 9, 1896, p. 18.

<sup>130</sup> Waynesburg College, Minutes of Trustees, April 27, 1852; *Catalogue* (1885-86), 10-11.

<sup>131</sup> J. Patterson, "Address to the Graduating Class of Westminster Collegiate Institute, on the Fourth of July, 1856," *Catalogue of the Officers and Students of Westminster College* (New Wilmington, 1857), 32.

<sup>132</sup> Swarthmore College, Minutes of Trustees, I, 6th Month 18, 1869, p. 67; *Catalogue* (1869-70), 30.

<sup>133</sup> Allegheny College, Minutes of Trustees, II, June 21, 1871, p. 362.

<sup>134</sup> Thiel College, Minutes of Trustees, I, June 21, 1877, p. 98; March 20, 1890, p. 265.

<sup>135</sup> Pennsylvania State College, Minutes of Trustees, I, January 22, 1878, p. 206.

<sup>136</sup> Pennsylvania State College, *Catalogue* (1883-84), 57.

<sup>137</sup> *Ibid.* (1898-99), 193.

offered "Music lessons" in 1894.<sup>138</sup> Two years later, Temple College instituted a three-year course in music.<sup>139</sup>

Music and the fine arts, however, were not seriously viewed as subjects of college caliber, in the sense that they were counted towards a baccalaureate degree, until the last quarter of the nineteenth century. Although the University of Pennsylvania had established a "Department of Fine Arts" in 1861, the courses comprehended by the department were not included in the programs leading to the Bachelor of Arts or Bachelor of Science degrees, and students attending the classes were required to pay an additional fee.<sup>140</sup> It was not until 1875 that "Water-color drawing" appeared in the curriculum required for the Bachelor of Science degree.<sup>141</sup> Music was regarded, possibly, with even less favor. In agreeing to a professorship of the "science of music" (1875) the trustees specifically stipulated that the incumbent "shall hold his office for the term of three years if he shall so long behave himself well . . . ." <sup>142</sup> Women, for the first time, were permitted to attend the music lectures as well as men; (a sign at this time that the courses were of little moment) and when the trustees formulated the conditions under which the Bachelor of Music degree would be conferred, they clearly indicated the low esteem in which they held the subject. Students were to receive the Bachelor of Music degree after attending "two courses of lectures," and after passing "satisfactory periodical and final examinations thereon."<sup>143</sup> At the same time, St. Vincent College announced a "Musical Course" leading to the Bachelor of Music, the Master of Music, and the Doctor of Music degrees. The records of the college, however, fail to record the awarding of such degrees. Furthermore, the only music offered at the institution, nine years later, was vocal music in the preparatory department rather than in the college course.<sup>144</sup>

The hesitancy with which music and the fine arts were admitted to the recognized college curriculums was further evidenced by the experience of a few other colleges in the nineteenth century. Swarth-

<sup>138</sup> Thomas C. Middleton, *Journal*, II, entry for September 17, 1894, p. 19, manuscript in the Monastery of Villanova University.

<sup>139</sup> Temple College, *Catalogue* (1895-96), 74-77.

<sup>140</sup> U.P., Minutes of Trustees, X, April 2, July 2, October 1, 1861, pp. 396 ff., 405-406, 412; *Catalogue* (1861-62), 24-36.

<sup>141</sup> *Ibid.* (1874-75), 37-41.

<sup>142</sup> U.P., Minutes of Trustees, XI, February 3, 1875, p. 275.

<sup>143</sup> U.P., *Catalogue* (1875-76), 18; (1876-77), 18; Minutes of Trustees, XI, December 5, 1876, pp. 367-68.

<sup>144</sup> St. Vincent College, *Catalogue* (1876-77), 13; (1885-86), 17-19.

more College offered "free-hand drawing" as a college elective in 1879.<sup>145</sup> Haverford College followed suit in 1887.<sup>146</sup> In the same year, Allegheny College introduced music as an elective in the program leading to the Bachelor of Arts degree; and in the following year included the study of art as an elective in the "Latin and Modern Language Course."<sup>147</sup> At Temple College, in 1898, a student in the graduating class was permitted "to substitute Harmony in the School of Music in place of Latin Study."<sup>148</sup> But neither music nor the fine arts received general recognition as worthy of college status until the twentieth century.

Muhlenberg College introduced elective courses in "The Theory of Music," and "The History of Music," in 1905.<sup>149</sup> In the same year Temple University announced programs in music leading to the Bachelor of Music and the Master of Music degrees.<sup>150</sup> Ursinus College (1909) established a "School of Music" and offered college credit for a limited number of its courses.<sup>151</sup> At the University of Pittsburgh (1910) "Musical Appreciation" was listed under the departments of instruction in the college courses.<sup>152</sup> The board of trustees of Thiel College (1913) authorized "the Faculty to arrange for a course in music leading to the degree of Bachelor of Music equivalent to the courses leading to the A.B. and B.S. degrees, and that this proposed course go into effect at the beginning of the next school year."<sup>153</sup> Lebanon Valley College conferred the Bachelor of Music degree on one student in 1914.<sup>154</sup> Even Bryn Mawr College succumbed to the general trend (1921) by establishing a department of music and offering credit for its courses towards both the Bachelor of Arts and Master of Arts degrees.<sup>155</sup>

Scarcely a college for women, founded in the twentieth century, failed to offer a four-year program leading to a degree in music. Indeed, many of them were initially empowered by charter provision to confer such degrees. Among these may be cited Marywood College,

<sup>145</sup> Swarthmore College, *Catalogue* (1878-79), 18 ff.

<sup>146</sup> Haverford College, *Catalogue* (1886-87), 19 ff.

<sup>147</sup> Allegheny College, *Catalogue* (1886-87), 30-33; (1887-88), 46-47.

<sup>148</sup> Temple College, Minutes of Trustees, I, February 5, 1898, p. 357.

<sup>149</sup> Muhlenberg College, *Catalogue* (1904-1905), 33, 35, 40.

<sup>150</sup> Temple University, *Catalogue* (1904-1905), 112-13.

<sup>151</sup> Ursinus College, *Catalogue* (1908-1909), 65-68.

<sup>152</sup> University of Pittsburgh, *Catalogue* (1909-10), 118.

<sup>153</sup> Thiel College, Minutes of Trustees, II, May 20, 1913, p. 303.

<sup>154</sup> Lebanon Valley College, Minutes of Trustees, June 8, 1914, p. 128.

<sup>155</sup> Bryn Mawr College, Minutes of Directors, IV, May 20, October 21, 1921, pp. 45, 49; *Catalogue* (1922), 130-32.



1917;<sup>156</sup> Seton Hill College, 1918;<sup>157</sup> Villa Maria College (Immaculata College), 1920;<sup>158</sup> and Mount Saint Joseph College (Chestnut Hill College), 1928.<sup>159</sup> Nor did they allow this right to lie fallow. Almost without exception, the colleges noted, as well as others, adopted music curriculums for which degrees were offered.<sup>160</sup>

The fine arts, too, achieved collegiate status in the twentieth century. In 1920, the University of Pennsylvania established the School of Fine Arts.<sup>161</sup> Seven years later (1927) a department of fine arts was instituted at the University of Pittsburgh.<sup>162</sup> The following year, St. Vincent College announced a "Fine Arts Course," for the successful completion of which the student was to receive the degree of Bachelor of Fine Arts.<sup>163</sup> In 1935 Temple University announced the creation of the Tyler School of Fine Arts.<sup>164</sup> Aside from these, independent institutions devoted to the fine and industrial arts, like the Philadelphia School of Design for Women (Moore Institute) in 1932; and the Philadelphia Museum School of Industrial Art (1939) were elevated to the rank of degree-granting colleges.<sup>165</sup>

## 5. PHYSICAL EDUCATION

A sound mind in a sound body is a maxim to which our collegiate forbears of the eighteenth and nineteenth centuries would probably have subscribed, but about which they did little. Benjamin Franklin, for example, urged that in order to keep the scholars of his proposed academy "in health, and to strengthen and render active their bodies, they be frequently exercised in running, leaping, wrestling, and

<sup>156</sup> Lackawanna County, Charter Book, No. 8, p. 399 (June 4, 1917), Courthouse, Scranton.

<sup>157</sup> Westmoreland County, Corporation Book, No. 15, p. 1 (June 3, 1918), Courthouse, Greensburg.

<sup>158</sup> Chester County, Corporation Book, No. 7, p. 429 (November 29, 1920), Courthouse, West Chester.

<sup>159</sup> Philadelphia County, Miscellaneous Book, No. 33, p. 215 (February 17, 1928), City Hall, Philadelphia.

<sup>160</sup> Compare Marywood College, *Catalogue* (1920-22), 12; Seton Hill College, *Catalogue* (1924-25), 91; Immaculata College, *Catalogue* (1921-22), 72; College Misericordia, *Catalogue* (1924-25), 63; Chestnut Hill College, *Catalogue* (1925-27), 17; Villa Maria College, *Catalogue* (1926-27), 5.

<sup>161</sup> U.P., Minutes of Trustees, XVIII, May 10, June 14, 1920, pp. 79-80, 90.

<sup>162</sup> Starrett, *University of Pittsburgh*, 277.

<sup>163</sup> St. Vincent College, *Catalogue* (1927-28), 52, 66.

<sup>164</sup> Temple University, Minutes of Trustees, October 3, 1935, pp. 25, 39-40.

<sup>165</sup> *Supra*, 504, 507.

swimming, etc."<sup>166</sup> But physical education as a consciously organized activity in the college program was almost completely lacking before the late nineteenth century.<sup>167</sup> Viewed in many instances as a contributor to indecorous behavior, and as a possible source of distraction from the pursuit of serious study, the early tendency was to discourage rather than to foster participation in it. Thus, the rules for student deportment formulated by the trustees of the College, Academy and Charitable School of Philadelphia, in 1761, tended to place a damper upon the exuberant spirit of youth: "None shall climb over the Fences of the College Yard, or come in or out thro the Windows, or play Ball or use any Kind of Diversion within the Walls of the Building; nor shall they in the Presence of the Trustees, Professors or Tutors, play Ball, Wrestle, make any indecent Noise, or behave in any way rudely in the College Yard or Streets adjacent."<sup>168</sup>

Consequently, it was the exceptional institution that made specific provision for physical education. Dickinson College (1785) thought it fitting to include the following section on "Gymnastic Exercises" in its first Plan of Education: "Whereas the health & figure of the body, contribute much to display y<sup>e</sup> endowments & accomplishments of the mind, the youth in Dickinson College shall be permitted to learn the exercises of swimming—skating—and such other exercises as are innocent—conducive to health—& external elegance—& as that approved by the Principal & professors." The trustees, however, soon had a change of heart with respect to it; for, the section was marked "expunged" and was eliminated from the revised plan adopted the following year.<sup>169</sup> Much the same fate befell a similar effort at Jefferson College, in 1828. The catalogue announced the proposed establishment of a gymnasium in the spring of 1829.<sup>170</sup> But, neither the minutes of the trustees nor subsequent catalogues of the college made any further reference to the proposal.

A modest measure of success attended the physical education movement at the University of Pennsylvania in the 1830's. Seeking some means that "would relieve our institution from a Current charge of working the Students too much for their health," the trustees adopted

<sup>166</sup> Benjamin Franklin, "Proposals Relating to the Education of Youth in Pennsylvania," in Woody (ed.), *Educational Views of Benjamin Franklin*, 156-57.

<sup>167</sup> Student sports and athletics will be discussed in Chapter XXVII.

<sup>168</sup> C.A.C., Minutes of Trustees, I, March 10, 1761, pp. 131 ff.

<sup>169</sup> Dickinson College, Plan of Education, August 11, 1785; Minutes of Trustees, I, August 11, 1785, p. 152; November 14, 1786, p. 171.

<sup>170</sup> Jefferson College, *Catalogue* (1828), 11.

the recommendation of the provost "that some Gymnastick exercises should be connected with the College." After receiving assurances that "no injury has ever occurred to any pupil," arrangements were made to send the students daily to the privately operated gymnasium of a "Mr. Roper."<sup>171</sup> This plan, or some modification of it, persisted until 1834, when the trustees responded to a communication "received from Mr. D. H. Barrett in relation to the Gymnasium," by appointing a committee to consider its contents and to report at a later meeting.<sup>172</sup> There is no evidence that the committee reported on the subject of the gymnasium; nor do the minutes of the trustees again refer to the question of physical education until 1873.<sup>173</sup>

Unlike the University of Pennsylvania, Haverford College sought to meet the health needs of its students by organizing a system of physical exercises under the direct jurisdiction of the trustees. In 1833, the following plan was adopted: "In the morning one hour to be allowed for breakfast and recreation. The time from the expiration of this hour until School time to be passed in Winter (being half an hour) in gymnastics or other Suitable employment at the discretion of the Superintendent, and in Spring and Summer in Horticultural labors or otherwise under the same direction."<sup>174</sup> It may be that many colleges considered that they were adequately caring for the physical requirements of students in the short-lived provisions made for their participation in agricultural and manual labor.<sup>175</sup> This failure to provide organized means for physical exercise was not peculiar to Pennsylvania institutions alone. Van Dalen, Mitchell, and Bennett maintain that "up to the Civil War, colleges in general had little to do with physical education."<sup>176</sup>

Signs of an awakening interest in physical education began to appear in the 1850's. This was stimulated in part by the *Turnvereine* which were being established by the German refugees who were fleeing the reactionary aftermath of the revolutionary movement of 1848 and 1849; although the real influence of the German Turnen did not make itself felt until after 1885.<sup>177</sup> It has been suggested that the

<sup>171</sup> U.P., Minutes of Trustees, VII, March 1, April 5, 12, 1831, pp. 392, 405-408.

<sup>172</sup> *Ibid.*, VIII, February 4, 1834, p. 108.

<sup>173</sup> *Ibid.*, XI, April 1, May 6, 1873, pp. 196, 199.

<sup>174</sup> Haverford College, Minutes of Managers, I, 10th Month 23, 1833.

<sup>175</sup> *Supra*, 460-63.

<sup>176</sup> Deobold D. Van Dalen, Elmer D. Mitchell, and Bruce L. Bennett, *A World History of Physical Education* (New York, 1953), 368.

<sup>177</sup> Fred E. Leonard, *A Guide to the History of Physical Education* (Philadelphia, 1923), 290 ff.

reason for this growing interest lay primarily in the industrial maturation of the young nation which permitted increasingly larger blocks of leisure time for larger sections of the population, and in the influence of the writings of such leaders as Harriet Beecher and Horace Mann.<sup>178</sup>

The revival of interest in physical education began to penetrate the cloistered walls of the colleges. Occasional voices were raised urging the necessity for attention to the physical life of students as a *sine qua non* for maintaining mental vigor and health. Dr. Washington L. Atlee, in an address before the Linnaean Association of Pennsylvania College (1851) declared:

Physical education . . . should begin with the first breath of life, and end only with our earthly existence. . . . In proportion as we improve in the condition of our corporeal functions, we strengthen in intellectual powers, and the progressive growth of the body, and its maintenance in a state of high health, is essential to the perfect ripening of the mind—showing an intimate and necessary relation between both . . . . Education applies to the whole man, not to a part only of his nature. It takes in the whole character, the whole life.<sup>179</sup>

Physical education, however, did not generally take hold in the colleges until after the Civil War. The war revealed a grave deficiency in manpower, and called attention to the low physical status of young men. Colleges, particularly those created by the Morrill Act of 1862, began to teach military tactics. As a consequence, new life was given the movement for physical training, and organized programs began to make their appearance in institutions of higher education.<sup>180</sup>

Nevertheless, the initial steps taken by Pennsylvania colleges and universities after 1850 were slow and hesitant. Gymnasias were erected and physical education programs were instituted rather more from the insistence of students and alumni than from the conviction of their necessity on the part of college administrators. Quite frequently students either defrayed the entire cost of construction or contributed substantially to the building and equipping of gymnastic facilities. The Haverford College catalogue for 1853 states: "By exertions of the students, a Gymnasium has recently been built and furnished at

<sup>178</sup> Van Dalen, Mitchell, and Bennett, *Physical Education*, 373 ff.

<sup>179</sup> Washington L. Atlee, *PHYSICAL EDUCATION: The Only Solid Foundation of Moral and Intellectual Culture and Development* . . . (Gettysburg, 1851), 4 ff., in Library, Gettysburg College.

<sup>180</sup> Emmett A. Rice, *A Brief History of Physical Education* (New York, 1926), 184.



an expense of \$1300."<sup>181</sup> An association of students at Pennsylvania College requested the trustees (1852) "to reserve the lot in front of College campus as a playground."<sup>182</sup> Students at the University of Pennsylvania made repeated requests of the trustees to provide a gymnasium. This was obtained only after "the Athletic Association of the University of Pennsylvania, composed of matriculates and graduates of the institution," had offered, "at its own expense, to provide the buildings and other accommodations necessary for affording to the students of the University suitable opportunities for physical training, education, and culture."<sup>183</sup> In 1861, the trustees of the Western University of Pennsylvania received "A petition from a number of Students asking the use of a room on the first floor of the University Building for a Gymnasium." This, evidently, was granted; for a student society was formed, and the catalogue for 1862 announced the existence of a gymnasium "managed by an Association of the students."<sup>184</sup>

Aside from a few isolated examples already noted, physical education, as an organized activity under the direction of college administrators, began to make its appearance in Pennsylvania after 1860. So novel was the phenomenon, that the *Pennsylvania School Journal* hailed its coming as a new and salutary feature of college life:

We rejoice much to learn that Dr. Loomis, the new and progressive President of Allegheny College, has brought to the attention of the community of Meadville and the friends of that institution every where, the subject of physical training. . . . The following sensible remarks on the subject of physical development, are from the Crawford Democrat:

We are glad to note another contemplated new arrangement at Allegheny College. It is the establishment of a 'Gymnasium.' We hope that this arrangement will be promptly carried out. Physical education is almost entirely neglected, on the part of students, during collegiate life. This neglect tells most seriously upon the future success of the student. Often do we find the most promising student during his classic studies, when he goes forth into the practical world, sink almost into nonentity and fade away from the actualities of life, like a flower cut from the parent stem . . . .

<sup>181</sup> Haverford College, *Catalogue* (1852-53), 15.

<sup>182</sup> Pennsylvania College, Minutes of Trustees, I, September 16, 1852, p. 171.

<sup>183</sup> U.P., Minutes of Trustees, XI, July 3, 1877, p. 411; March 2, 1880, p. 525; XII, March 14, 1883, p. 63.

<sup>184</sup> Western University of Pennsylvania, Minutes of Trustees, February 25, 1861, p. 257; Gymnasium Account Book, March 6, 1861, p. 2, in Darlington Memorial Library, University of Pittsburgh; *Catalogue* (1862), 14.

Dr. Loomis, in his Inaugural Address, spoke particularly of this fact, and stated that it was his intention to make physical education a prominent part of a collegiate course. We trust that he may be successful, and that he may be fully sustained in this step by all connected with the college.<sup>185</sup>

Other institutions followed the example set by Allegheny College. The faculty of the Western University of Pennsylvania (1862) appointed "Prof. Christy . . . to take charge of [the] gymnasium."<sup>186</sup> Acquiescing in the plea of their president to furnish students with the "means for vigorous & exhilarating exercise, which they do not now possess," the trustees of Franklin and Marshall College (1862) authorized "the Junior, Sophomore & Freshman Classes of 1861-62 . . . to erect, or cause to be erected, on the college grounds, under the superintendence of the Committee on College property, leaping-bars, exercising ladders, climbing & swinging pole or poles, a handball-alley & a cricket ground—the expenses to be paid by personal collections to be previously obtained from the Trustees & other friends of the College."<sup>187</sup> Lafayette College (1866) announced that "The daily exercises in the Gymnasium, after the most approved methods of instruction, are attended by all the classes as a regular college exercise, and under the immediate supervision of the Professor of Physical Culture."<sup>188</sup> Lehigh University, in the same year, promised to provide "A large and complete gymnasium . . . which will be open to all students who subscribe a small sum to keep it in proper repair."<sup>189</sup>

As the decade advanced, more colleges, particularly those recently established, responded to the growing demand for physical education. Muhlenberg College, in its first catalogue (1867), declared: "It is our constant aim, so to combine study and recreation, mental labor and physical exercise, as not only to preserve but improve the health of the student, and harmoniously develop all the powers of both mind and body. For this purpose a large play-ground has been set apart for out-door exercise, and a gymnasium erected with suitable apparatus, for recreation and amusement."<sup>190</sup> During the very process of organization, Wilson Female College appointed a committee, in 1868, "to

<sup>185</sup> "Gymnastics in Allegheny College," *Pennsylvania School Journal*, IX (March, 1861), 258-59.

<sup>186</sup> Western University of Pennsylvania, Minutes of Faculty, November 21, 1862, p. 19.

<sup>187</sup> Franklin and Marshall College, Minutes of Trustees, I, July 28, 29, 1862, pp. 218, 223.

<sup>188</sup> Lafayette College, *Catalogue* (1865-66), 24.

<sup>189</sup> Lehigh University, *Catalogue* (1866), 27.

<sup>190</sup> Muhlenberg College, *Catalogue* (1867), 10.

prepare a Course of Study to be submitted to the Board . . . [which] course shall embrace as an essential part, physical culture."<sup>191</sup> Villanova College began the construction of a gymnasium in 1869.<sup>192</sup> The lack of a gymnasium, noted by the president of Swarthmore College (1869), was supplied by the managers the following year.<sup>193</sup>

Where an occasional institution failed to react to the awakening spirit of the times, the students moved to prod the lagging administrators. At the University at Lewisburg, in 1871, a student publication stated:

The fact that Lewisburg has no gymnasium has been heralded to a considerable extent over the country, by means of the college press, and, it must be confessed, is not much of an honor to our college. If, however, the officers of the Institution would be so disposed, they could wipe out this obloquy by a single appropriation, and not a very large one at that. We cannot afford to be without this necessary appendage. The absence of it works harm in a double manner—by denying the students this form of exercise, and by establishing a reputation by no means enviable.<sup>194</sup>

This statement apparently had some effect, for, but a few weeks after it appeared the president of the university proposed the erection of a gymnasium, and the trustees appointed a committee with power to act on the matter.<sup>195</sup>

Physical education, prior to the last decade of the nineteenth century, was largely permissive.<sup>196</sup> Haverford College, for example, opened its remodelled gymnasium in 1881, and a committee of the managers reported, later in the same year, that the new physical education director had "given satisfaction to the students who have come under his care."<sup>197</sup> The Bryn Mawr College catalogue of 1886-87 announced that "the gymnasium . . . is open for the use of students from 9 A. M. to 10 P. M. daily. Attendance is voluntary."<sup>198</sup> Simi-

<sup>191</sup> Wilson Female College, Minutes of Trustees, I, December 29, 1868, pp. 38 ff.

<sup>192</sup> Middleton, Journal, I, 9, entry of October 29, 1869, in Monastery, Villanova University.

<sup>193</sup> Swarthmore College, Minutes of Managers, I, 12th Month 8, 1869, pp. 78-79; *Catalogue* (1869-70), 30.

<sup>194</sup> *The College Herald* (June 1, 1871), 6, in Library, Bucknell University.

<sup>195</sup> University at Lewisburg, Minutes of Trustees, II, June 26, 1871, pp. 284, 291.

<sup>196</sup> A few institutions had compulsory physical training before 1890. Compare Lafayette College, Minutes of Trustees, III, June 25, 1884, pp. 61-62; Lehigh University, *Catalogue* (1884-85), 61; Swarthmore College, *Catalogue* (1885-86), 12.

<sup>197</sup> Haverford College, Minutes of Managers, III, 6th Month 3, 1881.

<sup>198</sup> Bryn Mawr College, *Catalogue* (1886-87), 40.

larly, Muhlenberg College, 1888; Waynesburg College, 1892; and Allegheny College in 1894, urged students to take advantage of the physical education facilities afforded them.<sup>199</sup>

The case for obligatory physical training was forcefully advanced by the student magazine of Westminster College, in 1886:

At this season of the year it is of the greatest importance that students should engage in some kind of regular, physical exercise. No one doubts the necessity of this at any time, but much less at the opening of the term, when students have changed from the active, physical exercise during the vacation, to the inactive, mental exercise of college life.

It ought to be unnecessary to urge this duty, but such is not the case. It is poor economy for students to devote time to study that should be given to bodily exercise in the gymnasium, on the campus or ball-ground. When we look around us and see the standing examples of physical wrecks and broken-down constitutions, we wonder that more regular exercise is not taken by students.

Besides, it is an exception to the rule for a vigorous strong mind to accompany a weak, sickly body. Let us have better attendance at the gymnasium, and if this cannot be secured any other way make it compulsory.<sup>200</sup>

There is no evidence to indicate that this pronouncement had a decisive influence on the subsequent action of those charged with guiding the course of higher education in Pennsylvania. Nevertheless, compulsory physical training programs began to appear in the colleges of the State after 1890. The citing of a few examples should be sufficient to show the nature of the trend which resulted in the present day acceptance of physical education as an integral part of the college curriculum. In 1890, the faculty of the Western University of Pennsylvania appointed a committee "to arrange for the placing of Gymnastics in the curriculum." The labors of the committee resulted in the adoption of a schedule setting aside specific hours when all four college classes were required to participate in gymnastic exercises.<sup>201</sup> This was followed by similar moves on the part of Washington and Jefferson College, 1893; Ursinus College, 1897; Allegheny College, 1897; Muhlenberg College, 1899; the University of Pennsylvania,

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<sup>199</sup> Muhlenberg College, *Catalogue* (1887-88), 34; Waynesburg College, *Catalogue* (1891-92), 25; Allegheny College, *Catalogue* (1893-94), 31.

<sup>200</sup> *The Holcad*, III (October 15, 1886), 31-32, Library, Westminster College.

<sup>201</sup> Western University of Pennsylvania, *Minutes of Faculty*, September 8, October 30, 1890, pp. 24, 32.



1905; Juniata College, 1906; La Salle College, 1912; and Villanova College, 1919.<sup>202</sup>

## 6. THE RISE OF PUBLIC EDUCATION AND THE COLLEGE CURRICULUM

Legislative provision for a state-wide system of public education made its appearance in Pennsylvania, in 1834.<sup>203</sup> This act, largely permissive in nature, did not come about without a long and arduous struggle against considerable opposition.<sup>204</sup> Indeed, its future was in doubt until the Assembly passed the law of 1836, which afforded a permanent basis for a system of universal education in Pennsylvania.<sup>205</sup> It was not until 1849, however, that legislation was enacted requiring each of the State's school districts to establish public schools.<sup>206</sup>

Upon the foundation of common schools, the public high school arose.<sup>207</sup> For the greater part of the nineteenth century it was the academy rather than the public high school from which the colleges recruited the bulk of their students. In fact, the proponents of the academy after 1850 argued that preparation for college was the legitimate function of the academy alone.<sup>208</sup>

As the high schools increased in number, and the academies suffered a corresponding decline,<sup>209</sup> the colleges sought a closer rapprochement with the public school system. According to an editorial in the *Pennsylvania School Journal*, one of the objects in establishing the College Association of Pennsylvania, in 1887, was:

... in substance, to promote the common interests of the Colleges by securing harmonious action and cooperation in all matters

<sup>202</sup> Compare Washington and Jefferson College, *Catalogue* (1892-93), 36-39; Ursinus College, *Catalogue* (1896-97), 34 ff.; Allegheny College, *Catalogue* (1896-97), 33; Muhlenberg College, *Catalogue* (1898-99), 45; U.P., Minutes of Trustees, XIV, June 14, 1905, p. 391; Juniata College, *Catalogue* (1905-1906), 39-40; La Salle College, *Catalogue* (1911-12), 26; Villanova College, *Catalogue* (1918-19), 33.

<sup>203</sup> Act of April 1, 1834, Pennsylvania, *Laws, 1833-1834*, p. 170.

<sup>204</sup> For detailed accounts of the movement to establish a State system of common schools, see Wickersham, *History of Education*, 290-355; McCadden, *Education in Pennsylvania*, 234 ff.

<sup>205</sup> Act of June 13, 1836, Pennsylvania, *Laws, 1835-1836*, p. 525.

<sup>206</sup> Act of April 7, 1849, *ibid.*, 1849, p. 441.

<sup>207</sup> For an excellent and authoritative account of the public high school movement in Pennsylvania, see Mulhern, *Secondary Education*, 475-597.

<sup>208</sup> *Pennsylvania School Journal*, X (September, 1862), 92 ff.; XIV (September, 1865), 50, 58-61; XXXIX (October, 1890), 153.

<sup>209</sup> Mulhern, *Secondary Education*, 446-47, 481.

pertaining to the general welfare of these institutions, and also to labor for closer identification with the public school system of the State. This latter question was brought to the front, at the second session of the meeting by a rather aggressive paper read by President Magill, of Swarthmore. . . . Before the meeting finally adjourned, ample evidence had been given of a sincere desire to co-operate with the public school agencies of the State in effecting a proper and, if possible, an organic bond of union between the Common Schools and Colleges.<sup>210</sup>

Some measure of success in effecting a bond between the colleges and the public high schools was already evident in 1892. In that year the State Superintendent of Public Instruction reported:

The co-ordination of the courses of study in the public high schools with those in the colleges is steadily extending. The gap that has existed between the higher institutions of learning and our public schools is steadily closing. Notwithstanding the raising by a year and a half of the conditions for entrance to college, the high schools in all parts of the state are preparing boys for entrance. . . . Inasmuch as the college is intended to do the same work in a higher degree, the high school is strictly within its proper sphere when it prepares pupils for entrance upon this more extended course.<sup>211</sup>

By 1916, college admission requirements had been standardized and correlated with the high school curriculum. The College and University Council reported this development as follows:

In 1911 the Association of College Presidents of Pennsylvania began a study of admission requirements, which extended over a number of years. From this study followed a number of very desirable results.

In the first place, the unit, as applied to preparatory studies and as defined by the National Conference Committee on standards of colleges and secondary schools, the College Entrance Examination Board and the Carnegie Foundation for the Advancement of Teaching was approved and eventually adopted by practically all of the higher institutions of the State. As thus used, a unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

The next step was the establishment of approximate uniformity among the colleges of the State, as to the number of units that should be required for admission to college. The re-

<sup>210</sup> "The College Association of Pennsylvania," *Pennsylvania School Journal*, XXXVI (August, 1887), 71-72.

<sup>211</sup> *PRSPI*, 1892, p. ix.

quirement in practically all of the institutions now consists of 14½ or 15 units and this requirement is administered with much more strictness than heretofore.

Another feature of this development was the adoption generally throughout the State of approximately the same absolute requirements for applicants admitted as candidates for the A. B. and B. S. degrees respectively. Many minor requirements that had been insisted upon somewhat arbitrarily by individual colleges were dropped in the interest of a more satisfactory correlation with the courses of study in the high schools.<sup>212</sup>

That such articulation between college and public high school was a necessary precondition for the continued growth and development of the higher institutions, was evidenced by the statistics contained in the same report:

The attendance at our colleges is increasing rapidly from year to year. Most of the students now come from high schools with four year courses. Many of the colleges have closed their preparatory departments. The attendance at private schools which fit for college is decreasing, in spite of the excellent quality of their work. The public high schools are securing the patronage. This problem is not peculiar to Pennsylvania. It is universal throughout the nation. In 1908 the entire number of students in the preparatory departments of the colleges and universities of the United States was 65,026; and in 1914 it was 51,854.<sup>213</sup>

## 7. LIBERAL ARTS IN THE MID-TWENTIETH CENTURY

The colleges of Pennsylvania are unanimously agreed that the study of English belongs in the liberal arts program.<sup>214</sup> But beyond this point unanimity ceases. For those who would seek a discernible pattern to which could be attached the label "liberal education," the study of the curricular offerings of Pennsylvania colleges must prove frustrating. Inevitably this conclusion would be reached: now, "as in Aristotle's time, there is little agreement as to what a liberal education should be."<sup>215</sup>

Clearly, the nineteenth-century conception of the term, based on the ancient languages and mathematics, no longer obtains. Greek has disappeared entirely from the curriculum as a required study; and it is the rare institution that demands Latin as a prerequisite for

<sup>212</sup> College and University Council, "Biennial Report," *PRSPI*, 1916, pp. 700-701.

<sup>213</sup> *Ibid.*, 699.

<sup>214</sup> The term "liberal arts" is here used to designate the curricular programs for which institutions offer the Bachelor of Arts degree.

<sup>215</sup> Woody, *Liberal Education for Free Men*, 222.

graduation.<sup>216</sup> Almost equally unique is the college which makes the study of mathematics obligatory in its arts program.<sup>217</sup> In fact, it is entirely possible for a student to obtain a Bachelor of Arts degree from a few Pennsylvania institutions without including in his program either an ancient or modern language, or mathematics.<sup>218</sup>

The variation in conception of what should properly constitute a liberal arts curriculum is characteristic not only of colleges espousing differing religious views, but also of institutions professing the same faith. There are a few Catholic colleges, as noted above, which require the study of Latin and mathematics. On the other hand, there are Catholic institutions which are included among those cited as demanding neither a language nor mathematics for the Bachelor of Arts degree. This is also true of colleges devoted to Protestantism.<sup>219</sup>

Nor is there agreement as to the nature of the content, aside from specific disciplines; or as to the organization of the liberal arts curriculum. Washington and Jefferson College, for example, offers only one degree, the Bachelor of Arts degree, irrespective of the student's major area of concentration. Candidates for the degree may select "majors" ranging from the "cultural" to the "vocational", as follows: English, foreign language, history, mathematics, philosophy, political science, psychology, biology, chemistry, economics and business administration, pre-engineering, pre-law, pre-medicine, physics, teaching, and pre-theology.<sup>220</sup> Other institutions make a distinction between the Bachelor of Arts and the Bachelor of Science programs, depending

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<sup>216</sup> A few Catholic institutions still require a year or two of Latin for the A.B. degree. Compare Chestnut Hill College, *Catalogue* (1951-52), 19; Marywood College, *Catalogue* (1951-52), 31; Seton Hill College, *Catalogue* (1951-52), 30; University of Scranton, *Catalogue* (1951-52), 44.

<sup>217</sup> Among those whose catalogues stipulate a modest pursuit of mathematics as essential for graduation are: Washington and Jefferson College, *Catalogue* (1949-50), 42; Waynesburg College, *Catalogue* (1950-51), 45; College Misericordia, *Catalogue* (1951-53), 23; Marywood College, *Catalogue* (1951-52), 31; University of Scranton, *Catalogue* (1951-52), 44. Muhlenberg College allows the student to choose between mathematics and an ancient language. *Catalogue* (1951-52), 78.

<sup>218</sup> Compare Lycoming College, *Catalogue* (1951-52), 49; Mercyhurst College, *Catalogue* (1950-52), 12; Mount Mercy College, *Catalogue* (1949-50), 24; Pennsylvania College for Women, *Catalogue* (1949-50), 65; Wilson College, *Catalogue* (1951-52), 30.

<sup>219</sup> Compare Lycoming College, *Catalogue* (1951-52), 49 ff.; Dickinson College, *Catalogue* (1952-53), 43 ff.; Wilson College, *Catalogue* (1951-52), 30 ff.; Beaver College, *Catalogue* (1951-52), 25-26.

<sup>220</sup> Washington and Jefferson College, *Catalogue* (1949-50), 36-51.



usually, but not always, upon the quantitative distribution of science in the curriculum, or the vocational objective of the student.<sup>221</sup>

Clearly, then, it is fruitless to attempt a definition of liberal arts based upon the curricular offerings of the colleges and universities. The areas encompassed by the term, as revealed in their practice, leave virtually no aspect of life untouched. Liberal arts or a liberal education in the mid-twentieth century, consequently, may be so designated, regardless of whether it includes the cultural, the scientific, the vocational, or a combination of these, so long as it frees the individual to develop as his inclinations and his capacities may direct.

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<sup>221</sup> Compare Chestnut Hill College, *Catalogue* (1951-52), 18 ff.; Lebanon Valley College, *Catalogue* (1952-53), 45 ff.; University of Scranton, *Catalogue* (1951-52), 35 ff.; Thiel College, *Catalogue* (1950-52), 50 ff.; Westminster College, *Catalogue* (1950-51), 35 ff.; Wilkes College, *Catalogue* (1950-51), 39 ff.

## CHAPTER XXV

### *Graduate Education*

#### I. INFORMAL ANTECEDENTS

The master's degree, which currently symbolizes the successful pursuit of advanced study beyond the baccalaureate, was conferred upon graduates of Pennsylvania colleges in the eighteenth and most of the nineteenth centuries virtually automatically after the expiration of a specified length of time. Inherent in this practice was the assumption that maturation, intellectual as well as physical, was a product of the passing years. Apparently, it was further assumed that habits of inquiry and study, presumably fostered while students were undergraduates, would persist even after the discipline of formal college instruction had ceased to exert its influence.<sup>1</sup> Thus, the rules governing the granting of degrees adopted by the trustees of the University of Pennsylvania in 1811 stated: "The degree of master of arts may be conferred on the alumni of the University who shall have been bachelors in the arts of three years standing."<sup>2</sup> Similarly, the trustees of Jefferson College (1812) "Ordered, that the degree of A. M. be conferred, by this College, on no person, who has studied here, untill [*sic*] at least three years after he has taken his degree of A. B."<sup>3</sup> The statutes of Dickinson College (1830) provided that

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<sup>1</sup> William Smith, the first provost of the University of Pennsylvania, clearly had this in mind in 1756, when he recommended a series of books for "Private Study" in the proposed curriculum for the College, Academy and Charitable School of Philadelphia. *Supra*, 276-77, Smith deplored the view "that a few years, spent at college, can render youth such absolute masters of science, as to absolve them from all future study." He stated: "Those concerned in the management of this seminary, as far as their influence extends, would wish to propagate a contrary doctrine; and though they flatter themselves that, by a due execution of the foregoing plan, they shall enrich their country with many minds, that are liberally accomplished, and send out none that may be justly denominated barren, or unimproved; yet they hope, that the youth committed to their care, will neither at college, nor afterwards, rest satisfied with a general knowledge, as is to be acquired from the public lectures and exercises. They rather trust that those, whose taste is once formed for the acquisition of solid wisdom, will think it their duty and most rational satisfaction, to accomplish themselves still further, by manly perseverance in private study and meditation." *Pennsylvania Gazette*, August 12, 1756.

<sup>2</sup> U.P., Minutes of Trustees, VI, June 21, 1811, p. 26.

<sup>3</sup> Jefferson College, Minutes of Trustees, I, September 23, 1812, p. 80.

"*Alumni* of the College who shall have demeaned themselves in a worthy manner for three years after their commencement, and signified their desire for it to the Principal, shall receive the second degree, viz: of Master of Arts."<sup>4</sup>

As the nineteenth century progressed, colleges began to demand something more than the passage of time as the criterion upon which to base the awarding of the Master of Arts degree. This demand, however, did not manifest itself in the adoption of formal graduate programs. Rather, private study, or the pursuit of a professional career such as theology, law, or medicine, were deemed sufficient evidence of advanced attainments, and consequently worthy of the degree. The catalogue of Marshall College (1849) stated: "The Degree of Master of Arts is conferred, at the end of three years, on such Graduates as apply for it, and show cause for its being granted in the proper continuation of their studies. Fee, five dollars."<sup>5</sup> Pennsylvania College at Gettysburg announced (1856) that "The second degree in the Arts is conferred at the end of three years, without any additional fee, on such graduates as have been engaged in literary or professional study, and have sustained a good moral character."<sup>6</sup> In 1858 Haverford College permitted "Graduates of three years standing [to] take the Degree of Master of Arts, on submitting to the Committee on Instruction satisfactory evidence of continued good moral character, and presenting a Thesis on one literary or scientific subject, which shall receive the approbation of the Faculty."<sup>7</sup> Washington and Jefferson College, which, as late as 1881, had instituted the practice of conferring the second degree upon those who presented evidence of having continued their liberal studies, waited until 1896 to define partially what was meant by "liberal study." At that time the catalogue stated: "The completion of a three years' course of professional study at a school of theology, law, or medicine, is considered as fulfilling the condition of liberal study."<sup>8</sup>

Even after they had initiated programs of directed graduate study for both resident and non-resident candidates, many colleges still persisted in conferring the master's degree upon their own graduates, three years after the baccalaureate commencement, for exhibiting

<sup>4</sup> Dickinson College, *Statutes* (1830), 26.

<sup>5</sup> Marshall College, *Catalogue* (1848-49), 19.

<sup>6</sup> Pennsylvania College, *Catalogue* (1855-56), 28.

<sup>7</sup> Haverford College, *Catalogue* (1857-58), 17.

<sup>8</sup> Washington and Jefferson College, Minutes of Trustees, June 21, 1881, p. 353; *Catalogue* (1895-96), 63.

little more than the virtue of patient waiting. Swarthmore College, for example, simultaneously announced (1874) that the second degree would be awarded both to "Resident Graduates" who "continued their studies under the advice and direction of the Faculty for one year after graduation, and pass the examinations in the same," and to graduates of three years standing who produce an acceptable thesis.<sup>9</sup> The Western University of Pennsylvania, Pittsburgh (1884), abandoned the conferring of graduate degrees as honorary, and subjected "the candidate to resident or non-resident study, excepting Bachelors of the University after three years of Professional study as heretofore."<sup>10</sup> Washington and Jefferson College (1905) announced: "The degree of Master of Arts, or Master of Science, is conferred on those who meet the requirement set forth in our courses for Graduate Study. Graduates of our own college who complete courses of study in theology, medicine or law, in schools of approved grade, may receive the degree of A. M. or M. S. . . . upon presenting a thesis . . . which shall be approved by the Faculty. . . ."<sup>11</sup> Thiel College made a like announcement in 1914.<sup>12</sup>

## 2. THE GROWTH OF FORMAL GRADUATE PROGRAMS

On occasion, holders of the baccalaureate degree returned to their alma mater for refresher courses, or to utilize the facilities of the colleges in their individual pursuit of professional studies. There was no recorded attempt made prior to 1860, to provide separate, planned programs of advanced study for such students. Nor were their post-graduate academic achievements formally acknowledged by means of diplomas or certificates. These "graduate" students, apparently, worked independently and without the benefit of formal classroom discipline.

Dickinson College was the first of Pennsylvania's institutions of higher education to recognize their existence by enacting rules governing the use of college facilities by returning alumni. Chapter nine of the *Statutes* of 1830, relating to "Literary Societies, and Resident Graduates," provided:

6.—Graduates of College, living in the borough, and prosecuting professional studies, may have the free and full use of

<sup>9</sup> Swarthmore College, *Catalogue* (1873-74), 24.

<sup>10</sup> Western University of Pennsylvania, *Minutes of Trustees*, III, June 2, 1884, p. 13.

<sup>11</sup> Washington and Jefferson College, *Catalogue* (1904-1905), 80.

<sup>12</sup> Thiel College, *Catalogue* (1913-14), 22.



the College library, and other privileges herein detailed, by paying four dollars per session for the same, subject, however, to all the laws relative to the library, as enacted by the Faculty.

7.—They may attend the recitations of any class in the College, and may, if they choose, and are called to it by the Professor, recite with a class on any particular branch of study.

8.—They shall not visit the rooms of the students in study hours, nor after the ringing of the evening bell, without express permission from the Principal: but they may have free access to the respective literary societies with which they are connected.

9.—They shall be expected to treat all the officers and institutions of the College with respect, and to encourage diligence, order, and obedience among the students.

10.—If any resident graduate shall be judged by the Faculty to act in a manner injurious to the College, he shall be so informed, by a note, and shall thenceforward cease to possess the privileges secured to him by these laws.

11.—Graduates intending to reside for improvement, at or near the College, shall signify to the Faculty distinctly, that such is their intention; and also that they will hold themselves bound to conform to all the provisions of the statutes in relation to them, contained in this chapter.<sup>13</sup>

Intermittent references were made by other colleges to such returning alumni, without defining the purpose or the nature of the studies they were undertaking. Marshall College included four "Resident Graduates" in its enrollment figures for 1839-40.<sup>14</sup> Three years later, Washington College also listed four such students.<sup>15</sup> The Agricultural College of Pennsylvania (Pennsylvania State University) had two "Resident Graduates," in 1862.<sup>16</sup> The "Summary of Students" at the Western University of Pennsylvania (University of Pittsburgh) contained one "Resident Graduate," in 1865.<sup>17</sup> Lehigh University (1866) announced its intention of permitting a limited number of its own graduates to return for further study:

A limited number of graduates, who desire to pursue their studies under the general direction of the Faculty, may be allowed the use of the Library, and may attend lectures in any of the departments, during a term of three years, free of ex-

<sup>13</sup> Dickinson College, *Statutes* (1830), 27-28.

<sup>14</sup> Marshall College, *Catalogue* (1839-40), 6.

<sup>15</sup> Washington College, *Catalogue* (1842-43), 8.

<sup>16</sup> Agricultural College of Pennsylvania, *Catalogue* (1862), 70.

<sup>17</sup> Western University of Pennsylvania, *Catalogue* (1865), 12.

pense. Although not bound by University hours, they will be required to obey the directions of the President, and of Professors in reference to their departments; will board and lodge only in places sanctioned by the President, and will have their names placed upon the Annual Register, with a statement of the general nature of the studies they pursue.<sup>18</sup>

But such provisions as those described were informal and sporadic. Planned, formal programs began to make their appearance at about the time new curriculums were being developed, when the old disciplines, with the addition of new knowledge, were undergoing a process of atomization, and the principle of free election was slowly taking hold. The movement was an uneven one, and was influenced largely by two considerations: the adequacy of facilities and instructional staff, and the competitive pressure exerted by the example of pioneering institutions. Frequently, colleges ill prepared to offer courses of advanced study initiated graduate programs, only to withdraw them shortly afterwards. It was the rare institution, such as the University of Pennsylvania, whose experience was relatively unmarred by a series of more or less protracted interruptions.

As early as 1852, the trustees of the University of Pennsylvania were asked to consider the following proposal:

Resolved. That in case the necessary endowments can be secured and an adequate number of distinguished teachers obtained, the University ought to be adapted to the instruction of graduates of Colleges and others who may wish to pursue extensively particular branches of learning:—that the principle of free competition in teaching ought to be incorporated, and that incentives to the highest possible excellence ought to be held out in the form of prizes, Scholarships, Fellowships, to be awarded after examination.<sup>19</sup>

But this resolution was evidently premature, for no positive action was taken at this time to give life to its provisions. It was not until 1865, with the establishment of the "Auxiliary Faculty of Medicine," comprising professorships in "Zoology and Comparative Anatomy," "Botany," "Mineralogy and Geology," "Hygiene," and "Medical Jurisprudence including Toxicology," that an organized course of graduate study was inaugurated.<sup>20</sup>

<sup>18</sup> Lehigh University, *Catalogue* (1866), 38.

<sup>19</sup> U.P., Minutes of Trustees, IX, July 6, 1852.

<sup>20</sup> *Ibid.*, X, April 4, November 7, 1865, pp. 528, ff., 547.

Those students who had "matriculated in the Medical Department," and had "taken the tickets of two of the Medical Faculty," were to "have the right of admission to the lectures" of the new faculty. The courses were to "consist of at least thirty-four lectures, to be delivered at hours fixed by the Faculty, three times a week during the months of April, May, and June, commencing on the first Monday in April, and ending on the last Saturday in June." A "Diploma from the University" was to be granted "to those *medical graduates* [italics supplied] who, after attendance on a course of lectures, shall undergo a satisfactory examination by the Faculty."<sup>21</sup> In 1870, on the recommendation of the Auxiliary Faculty of Medicine, the trustees agreed to confer the degree of Doctor of Philosophy upon those successful candidates who were "graduate[s] of Medicine of the University or some other college of good standing," and who "have attended two full courses of the lectures of the Auxiliary Faculty and have passed a satisfactory examination thereon." To justify the conferring of the Ph.D. degree, the faculty called attention to the fact that the candidate will have studied the following branches: "Chemistry—inorganic and organic including electricity and galvanism; Anatomy—both human and comparative; Zoology, Physiology; Medical Jurisprudence and Toxicology; Hygiene; Botany; Geology—besides the strictly Medical branches, namely *Materia Medica* and Therapeutics, Practice of Medicine, Obstetrics and diseases of Women and Children, Surgery, general and Clinical."<sup>22</sup>

In 1871 the University of Pennsylvania conferred its first Ph.D. degrees in course upon ten graduates of the Auxiliary Department of Medicine, all of whom had previously received their M.D. degrees.<sup>23</sup> Eight years later (1879) the trustees decided that the Auxiliary Faculty of Medicine be authorized to recommend for the Ph.D. degree only those students who matriculate before June, 1880.<sup>24</sup> This was followed in 1881 by the adoption of a report proposing that the "Doctor of Philosophy in course should be recommended only by a Faculty of Philosophy. . . . That in the present condition of the University the Faculty of Philosophy could be composed only of Professors selected

<sup>21</sup> U.P., *Catalogue* (1865-66), 23.

<sup>22</sup> U.P., Minutes of Trustees, XI, December 6, 1870, pp. 75-76; Cheyney, *University of Pennsylvania*, 272-73, 296, suggests that the choice of the Ph.D. as the degree to be awarded for post-baccalaureate study was reflective of German influence, and that this influence was even more marked in the establishment of the Department of Philosophy, a name later changed to the Graduate School of Arts and Sciences.

<sup>23</sup> U.P., Minutes of Trustees, XI, June 29, 1871, p. 115.

<sup>24</sup> *Ibid.*, December 2, 1879, p. 515.

from all the Faculties and that the instruction qualifying for the Degrees in Philosophy should be in definite courses prescribed by such Faculty."<sup>25</sup> In January, 1882, the Faculty of Philosophy was established comprising the following professorships: "Philosophy, Philology, History, Mathematics, Biology, Botany, Mineralogy &c., Geology, Chemistry, Physics, Pol. & Social Sc., Law, Music."<sup>26</sup>

Candidates for the Ph.D. degree now had to meet the following requirements:

1. The candidate must be a Bachelor of either Arts or Science of a reputable institution, or else must satisfy the Faculty by examination or otherwise that he possesses an equivalent preparation.
2. He must pursue during two years, under the supervision of the Faculty, a course of study in at least three branches of literature or science, one of which shall be designated as the principal branch, and the other two as subordinate branches.
3. He must pursue original investigations in the principal branch of study, must present a satisfactory thesis founded on it, and must pass an examination in all three branches.<sup>27</sup>

With the growth and consolidation of the graduate division of the university, the vestiges of past practice were gradually eliminated. In 1888, the trustees agreed with the proposal of the "College Faculty" that "the right to recommend for the degree of Master of Arts be transferred to the Faculty of Philosophy."<sup>28</sup> The first Ph.D. degree was awarded to a single successful candidate (1889) under the new conditions of graduate study.<sup>29</sup> Three years later (1892), the trustees decided "that hereafter it be considered the usage of the University not to confer the *Degrees of Doctor of Philosophy* or Master of Arts, *honoris causa*."<sup>30</sup> In 1906, the name of the department was changed to "Graduate School."<sup>31</sup>

It has been customary at the University of Pennsylvania to regard 1883 as the date of founding of the Graduate School of Arts and Sciences. In fact, in 1933, the university celebrated the school's fiftieth

<sup>25</sup> *Ibid.*, March 8, December 6, 1881, pp. 571, 608.

<sup>26</sup> *Ibid.*, January 3, 1882, p. 612. The title of the chair of biology was changed to that of zoology in 1883. *Ibid.*, XII, January 2, 1883, p. 27; *Catalogue* (1882-83), 105.

<sup>27</sup> U.P., Minutes of Trustees, XII, January 4, 1884, pp. 107-108; *Catalogue* (1884-85), 118.

<sup>28</sup> U.P., Minutes of Trustees, XII, January 3, February 7, 1888, pp. 357, 367-68.

<sup>29</sup> *Ibid.*, June 5, 1889, pp. 481 ff.

<sup>30</sup> *Ibid.*, XIII, April 12, 1892, p. 7.

<sup>31</sup> *Ibid.*, XIV, June 5, 1906, pp. 443-44.



anniversary.<sup>32</sup> This presupposes a sharp line of demarcation as to purpose and function between the original Auxiliary Faculty of Medicine and the Faculty of Philosophy. However, the evidence would warrant the drawing of the opposite conclusion. It will be recalled, in the first place, that the Auxiliary Faculty of Medicine justified its conferring of the Ph.D. degree on the grounds that the candidate was required to study such disciplines as chemistry, electricity and galvanism, zoology, botany, mineralogy, and geology, in addition to the strictly medical branches. Second, all of these areas were embraced by the Faculty of Philosophy when it assumed the role formerly held by its predecessor. Third, the continuity of function was further confirmed, in 1893, when the university decreed:

A student in the Auxiliary Department of Medicine who is a Baccalaureate graduate of this University, or of an American college whose degrees are accepted by this University as equivalent to its own, may become a candidate for the degree of Doctor of Philosophy on fulfilling certain requirements of the Faculty of Philosophy of this University. He may choose his three required subjects from the following studies, Botany, Zoology, Geology, Mineralogy, and Bacteriological Hygiene. One of these subjects he must designate as his major, the other two as his minor subjects.<sup>33</sup>

Finally, the contention that the Auxiliary Faculty of Medicine was concerned primarily with the medical disciplines, an area foreign to the program of the Graduate School, is erroneous. A glance at the current catalogue of the Graduate School of Arts and Sciences will reveal that advanced study leading to the Doctor of Philosophy degree "in anatomy may be undertaken by properly qualified students of medicine and superior graduates in medicine." Further, similar programs are offered in biochemistry, general physiology, medical microbiology, neurological sciences, pathology, pharmacology, physiology, and public health and preventive medicine.<sup>34</sup> The continuity of function, consequently, is clear; and this conclusion is justified: The Graduate School of Arts and Sciences had its origins in 1865, when its predecessor, the Auxiliary Faculty of Medicine, was established.

After 1870, other Pennsylvania colleges and universities began to move in the direction of instituting more or less formal programs of

<sup>32</sup> *Ibid.*, XXI, October 30, 1933, p. 389.

<sup>33</sup> *Ibid.*, XIII, November 7, 1893, pp. 129-30.

<sup>34</sup> U.P., *Catalogue* (1958-59), 110-11, 166 ff.

graduate study leading to the master's and doctor's degrees. Haverford College (1872) announced:

After the present year, each candidate for this degree [Master of Arts degree], instead of preparing a Thesis, may be examined on any one of the following subjects which he may choose: I. The Pauline Epistles in Greek. II. The whole of Thucydides. III. Seven Tragedies of Aeschylus, Sophocles, or Euripides. IV. Cicero's Tusculan Disputations (five books), *De Natura Deorum*, and *De Officiis*. V. The whole of Tacitus. VI. Gervinus's History of the Nineteenth Century, in the original German. VII. Mill, Carey, and Bowen on Political Economy. VIII. The Nicomachean Ethics of Aristotle (in the original), and Jouffroy's Introduction to Ethics. IX. The works of Faraday and Tyndall. X. Theoretical Astronomy.<sup>35</sup>

By 1879 the examination for the advanced degree was made compulsory.<sup>36</sup> In 1881 the college offered the doctor's degrees under the following conditions: "Masters of Arts and Science may be examined for the degrees of Doctor of Philosophy and Doctor of Science; but such degrees will be conferred only after satisfactory proof of the faithful and successful prosecution of courses of study fully equal in extent and quality to those required for similar honors in the best Universities."<sup>37</sup>

Seeking a basis for the institution of a program of advanced study, the trustees of Pennsylvania College (1876) requested the faculty "to digest some general plan, in harmony with the usages of our American Colleges, whereby postgraduate degrees can be conferred upon applicants having the attainments requisite for such degrees." The following year the faculty reported:

that they find no definite or prescribed courses which show any uniformity of plan or custom prevailing among the Colleges of our land. Usually students of good character and industrious habits are admitted to those institutions which have announced post-graduate degrees, by indicating what studies they wish to pursue, and putting themselves in charge of the Professors in the Departments appropriate to these branches.

As a consequence, they proposed:

1. That post-graduate courses of study, designed for second or advanced degrees will on application be arranged in the following general Departments: Moral Philosophy and Evi-

<sup>35</sup> Haverford College, *Catalogue* (1871-72), 21.

<sup>36</sup> *Ibid.* (1878-79), 26-27.

<sup>37</sup> *Ibid.* (1880-81), 28.

dences of Christianity, Metaphysics, the Physical Sciences, Mathematics and its Applications, Ancient Classical Languages and Literature, French & German, Political and Social Science, History, Biology, Comparative Philosophy, Philology & Letters. 2. These subjects, according to the choice of the students, will be arranged in courses, entitling those who complete the prescribed courses to degrees corresponding to the branches of study pursued; provided a satisfactory examination is passed, and a Thesis written which shall be approved by a committee of the Faculty.<sup>38</sup>

In 1882, Pennsylvania College conferred its first Doctor of Philosophy degree on one individual "on the basis of an examination in post-graduate studies in the Department of Chemistry and Mathematics."<sup>39</sup>

Scarcely a Pennsylvania college or university, in the last quarter of the nineteenth and the first decade of the twentieth century, failed to announce the offering of graduate degrees for resident or non-resident study.<sup>40</sup> Yet, despite the assumption of this new responsibility, there is no evidence that there was a corresponding increase in instructional staff or facilities.<sup>41</sup> Nor did this lack of faculty and equipment deter the colleges and universities from conferring the Doctor

<sup>38</sup> Pennsylvania College, Minutes of Trustees, II, June 28, 1876, p. 207; June 27, 1877, p. 219.

<sup>39</sup> *Ibid.*, June 26, 1882, p. 249.

<sup>40</sup> Compare Lafayette College, *Catalogue* (1875-76), 41; Lehigh University, *Catalogue* (1877-78), 8-9; Swarthmore College, Minutes of Faculty, 6th Month 9, 1881, p. 103; Western University of Pennsylvania, Minutes of Trustees, III, June 2, 1884, p. 13; Bryn Mawr College, *Catalogue* (1885-86), 6-7; Bryn Mawr College, Minutes of Trustees, I, 5th Month 20, 1885, p. 151; *supra*, 586-87; Westminster College, *Catalogue* (1887-88), 23; (1888-89), 23; Dickinson College, Minutes of Trustees, VI, June 25, 1889, pp. 9-10; Thiel College, Minutes of Trustees, I, August 26, 1890, p. 276; Grove City College, *Catalogue* (1890-91), 5 ff.; Franklin and Marshall College, *Catalogue* (1894-95), 30; Ursinus College, *Catalogue* (1894-95), 65-66; Pennsylvania State College, *Catalogue* (1895-96), 167-69; Moravian College, Minutes of Trustees, October, 1896, p. 231; Susquehanna University, Minutes of Directors, II, May 24, 1897, p. 99; Villanova College, *Catalogue* (1900-1901), 20; St. Joseph's College, *Catalogue* (1900-1901), 47; Washington and Jefferson College, *Catalogue* (1904-1905), 72-78; Lincoln University, *Catalogue* (1904-1905), 20-21; Pennsylvania College for Women, *Catalogue* (1904-1905), 24-25.

<sup>41</sup> As late as the fall of 1957, out of a total of 432 members of the faculty of the Graduate School of Arts and Sciences of the University of Pennsylvania, only eighteen devoted their full time exclusively to the instruction of graduate students. The teaching load of the remainder was divided between graduate and undergraduate classes. *Summary of Facts and Figures on the Graduate School of Arts and Sciences* (May 28, 1958), 2, 4. Although there are no comparable statistics available for the graduate schools and divisions of other Pennsylvania colleges and universities, it is probable that the ratio between staff members devoting full time and those devoting but a portion of their time to graduate instruction is even smaller.

of Philosophy degree in course. Lafayette College awarded an "earned" Ph.D. to one successful candidate in 1875.<sup>42</sup> This was followed by the Western University of Pennsylvania conferring a like degree in 1886; Haverford College (1890); Thiel College (1891); Westminster College (1891); Grove City College (1894); Lehigh University (1896); Moravian College (1898); Franklin and Marshall College (1899); and Saint Joseph's College (1910).<sup>43</sup>

The added burden of providing graduate instruction, for which they were ill-equipped, weighed so heavily on the time and energies of faculties, that many of the colleges and universities soon abandoned entirely the premature post-baccalaureate programs which they had instituted, or awaited more propitious circumstances for re-introducing them. This was particularly so with respect to courses leading to the doctoral degrees. No more than two years elapsed after the Western University of Pennsylvania had announced courses of graduate study, when the faculty represented to the executive committee of the trustees

that in their opinion the University has not at present the facilities for offering Graduate Courses of study without detriment to its regular work. The extension & improvement of the several undergraduate courses will occupy the time & attention of the present teaching force. Any attempt to conduct courses involving resident study & repeated examinations, in the case of such applicants as are likely to offer themselves would be of so restricted & fragmentary a Character as to reflect no credit upon the institution. The Faculty therefore request permission to omit from the catalogue the offer of such Post Collegiate Courses.<sup>44</sup>

This request was granted after the chancellor explained "that the faculty are not aiming to include in the Courses all that can be taught in a University, but rather with the material at hand to have a first class college; and then when the funds of the institution so

<sup>42</sup> Lafayette College, Minutes of Trustees, II, June 29, 1875, p. 310.

<sup>43</sup> Western University of Pennsylvania, Minutes of Trustees, June 7, 1886, p. 74; Haverford College, *Catalogue* (1890-91), 41; Thiel College, Minutes of Trustees, I, June 16, 1891, p. 284; Westminster College, Minutes of Trustees, Vol. C, June 23, 1891, pp. 8-9; Grove City College, *Catalogue* (1895-96), 102; Lehigh University, *Catalogue* (1896-97), 110; Moravian College, Minutes of Trustees, June 7, 1898, p. 7; Franklin and Marshall College, *Catalogue* (1899-1900), 39-40; St. Joseph's College, *Catalogue* (1910-11), 50.

<sup>44</sup> Western University of Pennsylvania, Minutes of Faculty, April 16, 1886, pp. 160-61.



increase as to admit of expansion, to add such branches as are properly University studies."<sup>45</sup>

Subsequently, other institutions came to a like conclusion. Lehigh University discontinued offering the Ph.D. degree in 1895.<sup>46</sup> In 1896 Dickinson College stated: "The degree of Doctor of Philosophy is not now conferred by the College as a degree in *cursu*, nor as an honorary degree, save in very exceptional instances. The same is true of the degree of Doctor of Science. Graduate work is provided only for the alumni of this college who are candidates for the Master's Degrees."<sup>47</sup> At Westminster College (1897) "The Faculty was instructed not to receive further applications for the Ph.D. degree."<sup>48</sup> Thiel College eliminated the course leading to the Ph.D. degree after 1897.<sup>49</sup> The managers of Haverford College (1903) after expressing doubts as to the efficacy of continuing graduate instruction, "agreed that, while graduate students were a stimulating influence, their attendance should not be allowed to interfere with the regular undergraduate work."<sup>50</sup> A proposal (1905) to suspend "the conferring of the Degree of Doctor of Philosophy" at Gettysburg College was approved by the trustees in 1907.<sup>51</sup> Similar action was taken at Lincoln University (1907), Franklin and Marshall College (1907), Grove City College (1917), and Villanova College (1924).<sup>52</sup>

The twentieth century witnessed a further curtailing of the number of institutions offering graduate work for the master's as well as the doctor's degrees. Wilson College after 1903 withdrew the announcement from the catalogue concerning the conferring of the Master of Arts degree after one full year's work in residence.<sup>53</sup> In 1915 Ursinus College declared: "The institution confines itself exclusively to undergraduate work. Candidates for the degree of Master of Arts are referred to university graduate schools."<sup>54</sup> Muhlenberg College (1917),

<sup>45</sup> Western University of Pennsylvania, Minutes of Trustees, III, June 7, 1886, pp. 73-74.

<sup>46</sup> Lehigh University, *Catalogue* (1894-95), 108.

<sup>47</sup> Dickinson College, *Catalogue* (1895-96), 16, 31-32.

<sup>48</sup> Westminster College, Minutes of Trustees, Vol. C, April 6, 1897, p. 120.

<sup>49</sup> Thiel College, *Catalogue* (1898-99).

<sup>50</sup> Haverford College, Minutes of Managers, VI, 11th Month 6, 1903, pp. 156-57.

<sup>51</sup> Pennsylvania College, Minutes of Trustees, III, June 13, 1905, p. 70; June 11, 1907, p. 92.

<sup>52</sup> Lincoln University, *Catalogue* (1906-1907), 21; Franklin and Marshall College, *Catalogue* (1906-1907), 40-42; Grove City College, *Catalogue* (1916-17), 41; Villanova College, *Catalogue* (1923-24), 30-31.

<sup>53</sup> Wilson College, *Catalogue* (1902-1903), 27; (1903-1904), 54.

<sup>54</sup> Ursinus College, *Catalogue* (1914-15), 71.

Geneva College (1917), Moravian College (1929), St. Francis College (1937), and St. Joseph's College (1939) ceased to offer graduate work leading to the master's degree.<sup>55</sup>

In the mid-twentieth century, aside from the larger universities such as the University of Pennsylvania, the University of Pittsburgh, Pennsylvania State University, and Temple University,<sup>56</sup> relatively few of the liberal arts colleges of Pennsylvania offer formal graduate programs leading to the master's and doctor's degrees. The catalogue of Washington and Jefferson College states: "The cost of graduate instruction in time, energy and money places it, in the main, beyond the range of activities desirable for an under-graduate college. Hence graduate instruction at Washington and Jefferson College is secondary and subordinate to the under-graduate instruction and is provided primarily for the teaching fellows." The only advanced degree offered is the Master of Arts degree.<sup>57</sup> St. Vincent College limits its graduate programs to a master's degree in the department of religion.<sup>58</sup> The University of Scranton offers a Master of Arts in the department of education and psychology.<sup>59</sup> Bucknell University also confines its post-baccalaureate study to the master's degree.<sup>60</sup> Lehigh University and Bryn Mawr College, with organized graduate departments, are two of the few Pennsylvania institutions offering comprehensive programs leading to the Doctor of Philosophy degree.<sup>61</sup>

### 3. DROPSIE COLLEGE

Unique in the annals of higher education in Pennsylvania is a college devoted exclusively to graduate study, bearing the name of its founder, Moses A. Dropsie. For the better part of the nineteenth century the name of Moses A. Dropsie had been intimately connected with the various organizations and movements designed to promote and foster Jewish education in Philadelphia. He was a charter member and first secretary of the Hebrew Education Society of Philadelphia, founded in 1818; and he was chosen to serve as a member of the

<sup>55</sup> Muhlenberg College, *Catalogue* (1916-17); Geneva College, *Catalogue* (1916-17), 20; Moravian College, *Catalogue* (1928-29), 68; St. Francis College, *Catalogue* (1936-37); St. Joseph's College, *Catalogue* (1938-39).

<sup>56</sup> See catalogues for 1950-51.

<sup>57</sup> Washington and Jefferson College, *Catalogue* (1949-50), 34-35.

<sup>58</sup> St. Vincent College, *Catalogue* (1950-51), 28.

<sup>59</sup> University of Scranton, *Catalogue* (1951-52), 38 ff.

<sup>60</sup> Bucknell University, *Catalogue* (1950-51), 72 ff.

<sup>61</sup> Lehigh University, *Catalogue* (1951-52), 119 ff.; Bryn Mawr College, *Catalogue* (1951-52), 3.

original board of trustees of Maimonides College in 1867.<sup>62</sup> Dropsie was deeply distressed by the failure of Jews outside of Philadelphia, particularly those in New York, to support the college; and it has been suggested that this was largely responsible for his decision, in his will of 1895, to endow a new "college for Hebrew and Cognate Learning" in Philadelphia, rather than make a contribution to the Jewish Theological Seminary of New York.<sup>63</sup>

Two years after Dropsie's death (July 8, 1905) the trustees or governors provided for in his will petitioned the Court of Common Pleas of Philadelphia to incorporate "The Dropsie College for Hebrew and Cognate Learning." They cited the reasons for the creation of the college, the structure and composition of its controlling body, the conditions under which students may be admitted, and the source of its endowment as specified by Dropsie in sections six, seven, eight, and nine of his will. The founder stated:

The increasing need in the United States of a more thorough and systematic education in Jewish lore has long been felt, and is a matter of solicitude to True Israelites, who cherish the religion of their ancestors. There should be founded an institution devoted to the study, in its most complete form, of the Bible and the whole Jewish literature. To effect this purpose I order and direct that there be established and maintained in the City of Philadelphia, a college for the promotion of and instruction in the Hebrew and cognate languages and their respective literatures and in the Rabbinical learning and literature. If the funds of the college will permit, other languages and branches of learning may from time to time be added, but these additions must not in any wise impair the efficiency of the instruction in the Semitic languages and Rabbinical learning, my primary object being that as far as possible every branch of knowledge shall be taught in the said college requisite for the attainment of ripe scholarship in Hebrew, the Bible and Rabbinical literature, with which should be connected original investigation and research.

. . . It is my desire that the college shall be promptly opened for the admission of students, and as I believe that the branch of knowledge I desire to cultivate is not readily accessible in general institutions of learning, and as it appears to me of great usefulness to the general community, I direct that in the ad-

<sup>62</sup> *Constitution and By-Laws of the Hebrew Education Society of Philadelphia* (Philadelphia, 1848), 2; *Occident and American Jewish Advocate*, XXV (July, 1867), 213-14. Both items are in Library, Dropsie College.

<sup>63</sup> Cyrus Adler, "Moses Aaron Dropsie," in *Lectures, Selected Papers, Addresses* (Philadelphia, 1933), 54-55.

mission of students there shall be no distinction on account of creed, color or sex.<sup>64</sup>

Dropsie stipulated that the college should be directed by a board of five governors who could appoint others to their body not exceeding twenty-one in all. However, this power of filling vacancies was limited by the provision that only those persons could be appointed to the board of governors "who are Jews in faith and who sympathize with my views on the subject of education in Hebrew and Jewish Literature. . . ." His entire estate, valued at about \$800,000, aside from life annuities to his sisters and a nephew, was left to the college.<sup>65</sup>

The charter, approved by the College and University Council, June 4, 1907, empowered the institution to confer degrees, and outlined the requirements for admission and the course of studies as follows:

The College shall be chiefly of Post Graduate grade and its work shall be conducted in connection with original research. It will therefore be required that candidates for a degree, shall have at least the degree of Bachelor of Arts or a certificate of having pursued a course equivalent thereto, together with a good preliminary knowledge of the Hebrew language and its literature, or alternatively of some cognate language and literature. The College shall also be open to special students not candidates for degrees who desire to regularly attend lectures on specific subjects in its curriculum.

The course of study to be pursued will be the Hebrew language and its grammar; Biblical literature; the Hebrew Bible and its versions, especially Aramean and Greek; Biblical history and Biblical archaeology; Rabbinical literature, including the two Talmuds and the Midrashim; the languages and literature cognate to Hebrew including Babylonian, Assyrian, Arabic, Syriac, Ethiopic, Samaritan and Phoenician; Semitic Paleography and Archaeology in general, and the Egyptian language and literature; Pedagogics both historically and in its relation to Jewish elementary and secondary education; Bibliography; Culture History, Ancient and Modern Jewish history and literature in addition to Biblical and Talmudic.<sup>66</sup>

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<sup>64</sup> Philadelphia County, Charter Book, No. 35, pp. 421 ff. (June 5, 1907).

<sup>65</sup> *Ibid.*

<sup>66</sup> College and University Council, "Biennial Report on Higher Education," *PRSPI*, 1908, p. 538; Philadelphia County, Charter Book, No. 35, p. 421 (June 5, 1907).



With two regular students, five special students, and two professors, Dropsie College commenced its first term on October 4, 1909.<sup>67</sup> Tuition was free, and has remained so to the present time. The only degree offered was the Doctor of Philosophy degree.<sup>68</sup> Candidates for this degree were required to present "a bachelor's degree from a reputable college or university"; to possess a knowledge "of French and German sufficient for purposes of investigation"; to have pursued "advanced study and research for not less than nine quarters, three of which must be spent in residence at the College"; to undertake a program of studies consisting "of one major or principal subject, and two minor or subsidiary subjects"; to write a "thesis upon some approved subject connected with the major or principal subject, which gives evidence of his ability to do original work, is a contribution to human knowledge and is accepted by the faculty"; and to "pass satisfactory examinations in all the studies pursued."<sup>69</sup> On March 11, 1912, one student was awarded the Doctor of Philosophy degree, the first degree in course conferred by Dropsie College.

From a modest beginning with two professors and three departments, Biblical department, rabbinical department, and department of cognate languages,<sup>70</sup> the college gradually expanded its curriculum. With the advent of its present president, Abraham A. Neuman, a department of Jewish history was added in 1913.<sup>71</sup> In 1925 a professor of Egyptology was appointed in the department of cognate languages, and the courses included in this discipline were expanded into a separate department of Egyptology in 1941.<sup>72</sup> From this time on new departments were added rapidly. A department of Jewish philosophy and Hebrew literature was established in 1941; a department of the history of Semitic civilization, in 1942; the department of Egyptology enlarged into the department of Assyriology and Egyptology and a new department of comparative religion added in 1944; a department of education in 1945; and an institute for Israel and the Middle

<sup>67</sup> Dropsie College, *Register* (Summer Term, 1910), 5; *Preliminary Register* (1909-10), 4. Registers, catalogues, and bulletins of Dropsie College are in Library of Dropsie College.

<sup>68</sup> *Ibid.*, 5.

<sup>69</sup> *Register* (Summer Term, 1910), 8-9.

<sup>70</sup> *Ibid.* (1909-10), 6-9.

<sup>71</sup> *Ibid.* (Summer Term, 1913), 17; (Winter Term, 1913-14), 16, 22.

<sup>72</sup> *Ibid.* (1925-26), 5, 18; (1941-42), 19-20.

East in 1948,<sup>73</sup> virtually rounding out the curriculum envisioned by Dropsie and expounded in the college charter.

#### 4. PROFESSIONAL AND TECHNICAL GRADUATE EDUCATION

Following the example set by the universities and liberal arts colleges, Pennsylvania institutions and university departments devoted to specialized professional and technical training began to offer opportunities for advanced study beyond the first degree. As a rule, provision for graduate education did not appear before the fourth quarter of the nineteenth century, although there were isolated exceptions to the general pattern. One such deviation from common practice respecting theological study occurred at the Lutheran Theological Seminary at Gettysburg. As early as 1828, the directors of the seminary resolved,

That students who have finished a full theological education, here or elsewhere, may be received as resident graduates, and may be at liberty privately to pursue any branch of science and have the benefit of the Library, subject to all its regulations. But such students shall in every respect be subject to the directions of the Faculty, shall regularly attend to the public devotions of the Institution and shall not preach without permission of the Faculty.<sup>74</sup>

At the same time it should be noted that the emphasis was upon private study; there was no attempt to organize formal graduate programs.

In the main, postgraduate courses in theology were offered by the seminaries after 1880, and, owing to the absence of legal sanction, did not at first lead to advanced degrees. This situation obtained at the Western Theological Seminary (1880), the Crozer Theological Seminary (1885), and the Divinity School of the Protestant Episcopal Church (1889).<sup>75</sup> Following the obtaining of degree-granting powers, the seminaries adopted regulations governing the awarding of the Master of Sacred Theology, the Doctor of Sacred Theology and the Doctor of Divinity degrees. The Divinity School of the Protestant Episcopal

<sup>73</sup> *Ibid.* (1941-42), 21; (1942-44), 11, 26-27; (1944-45), 12, 21-22; (1945-46), 16-17, 24-25; (1948-49), 18-19.

<sup>74</sup> Lutheran Theological Seminary, Gettysburg, Minutes of Directors, I, October 6, 1828, p. 25.

<sup>75</sup> Western Theological Seminary, Minutes of Directors, April 23, 1880, pp. 247-48; Crozer Theological Seminary, *Catalogue* (1885-86), 17-18; Divinity School of Protestant Episcopal Church, *Catalogue* (1889-90), 11-12.

Church (1896), for example, set the following conditions for the awarding of the degree of Doctor of Divinity:

Persons who desire to proceed to this Degree must in general be Bachelors of Divinity of at least five years standing in this Divinity School. Persons qualified as above stated, but not holding a Bachelor's Degree conferred by this School, may, in exceptional cases, be admitted as Candidates for the Degree of Doctor of Divinity, provided they satisfy the Faculty that they possess not only the knowledge necessary to the profitable study of the subjects they select, but also that general cultivation and training which are to be gained in the course for the Degree of Bachelor of Divinity; provided, furthermore, that the Degree of Bachelor of Divinity shall not in such cases be conferred on graduates from other schools or Seminaries of less than ten years' standing.

The Candidate must choose three subjects in the general field of theology, and the selection must be approved by the Faculty. He must designate one of his subjects as his principal (major) subject, and the other two as subordinate (minor) subjects.

A Thesis shall be required upon some topic in the line of the major subject, and must give evidence of sound learning, and of original and extended research.

A public examination of the candidate shall be held upon the three subjects that make up his course, as a final test of his fitness to receive the Degree.<sup>76</sup>

As the twentieth century advanced many of the theological seminaries extended their theological offerings beyond the initial degree. Crozer Theological Seminary stated (1902) that

In order to encourage systematic study after graduation, the Trustees will confer the degree of Master of Theology upon the following conditions: 1. That the applicant shall have received the degree of Bachelor of Divinity. 2. That he present a printed or typewritten thesis which gives satisfactory evidence of a year's graduate work in some line of sacred learning; and this thesis, if accepted, shall be deposited in the Seminary Library. 3. That notification of the topic selected be given to the professor to whose department it belongs . . . and prove satisfactory to him and two other members of the Faculty.<sup>77</sup>

Eventually, graduate programs in theology or religious education leading to advanced degrees were offered by Temple University (1903),

<sup>76</sup> Divinity School of Protestant Episcopal Church, Minutes of Trustees and Overseers, II, June 3, 1896, pp. 390-91.

<sup>77</sup> Crozer Theological Seminary, *Catalogue* (1901-1902), 32.

the Lutheran Theological Seminary at Philadelphia (1914), the Western Theological Seminary (1920), Pittsburgh-Xenia Theological Seminary (1923), Eastern Baptist Theological Seminary (1926), Lutheran Theological Seminary at Gettysburg (1927), and the Westminster Theological Seminary (1943).<sup>78</sup>

Graduate instruction in medicine in Pennsylvania had its origins in 1865 with the establishment of the Auxiliary Faculty of Medicine at the University of Pennsylvania. This was followed by the establishment of independent graduate schools, such as the Philadelphia Polyclinic and College for Graduates in Medicine (1882) and the Philadelphia Post-Graduate School of Homeopathics (1891).<sup>79</sup> In 1910 dentistry also attempted to provide advanced instruction beyond the initial training by the incorporation of The Post Graduate School of Dentistry of Philadelphia, and the establishment of a graduate department of dentistry at the University of Pennsylvania.<sup>80</sup>

Relatively few areas of higher education remained unaffected by the postgraduate movement. The trustees of the University of Pennsylvania approved a recommendation of the Law School faculty (1900) to offer "a course leading to the degree of Master of Laws."<sup>81</sup> In 1921 the Wharton School initiated its graduate program with the institution of "a graduate two-year course in Business Administration," leading to the M.B.A. degree.<sup>82</sup>

Before the close of the second decade of the twentieth century the independent technical schools, Carnegie Institute of Technology and Drexel Institute, began to offer advanced courses beyond the baccalaureate programs. The catalogue of Carnegie Institute carried the following announcement, in 1918:

Students who have met the requirements for the Bachelor's Degree in a given course of study are offered opportunity to pursue additional studies of an advanced character under a schedule to be approved by the Faculty.

For the Degree of Master of Science, Bachelors of Science are required to present thirty-six credit units of work of

<sup>78</sup> Temple University, *Catalogue* (1902-1903), 130-31; Lutheran Theological Seminary, Philadelphia, *Catalogue* (1914), 38-41; Western Theological Seminary, Minutes of Faculty, December 20, 1920, p. 347; Pittsburgh-Xenia Theological Seminary, *Catalogue* (1922-23), 41, 44; *PRSPI*, 1925-1926, p. 90; Lutheran Theological Seminary, Gettysburg, Minutes of Directors, May 7, 1940, p. 114; Montgomery County, Charter Book, No. 4, p. 363 (December 29, 1943), Courthouse, Norristown.

<sup>79</sup> *Supra*, 392-93, 398-99, 648.

<sup>80</sup> *Supra*, 417.

<sup>81</sup> U.P., Minutes of Trustees, XIV, March 6, 1900, p. 11.

<sup>82</sup> *Ibid.*, XVIII, January 17, March 21, 1921, pp. 150-51, 199.



graduate grade, obtained in resident study in the Day School. The schedule of studies pursued shall be prescribed by the head of the Department and approved by the Curriculum Committee.

For the Degree of Master of Arts in Architecture, Painting, Decoration, or Illustration, a student is scheduled to cover one year of advanced studies, and must secure thirty-six credits. The work is open to students who are graduates of the regular course in our School of Applied Design, or of an equivalent course in any other architectural or art school of the first class.

The Degree of Doctor of Science and Doctor of Engineering will be awarded upon the successful completion of research and study in science and engineering respectively. Not less than three years of study and research subsequent to receiving the Bachelor's Degree, or two years subsequent to the earning of the Master's Degree, will be required of all candidates.<sup>83</sup>

Drexel Institute of Technology, after obtaining an extension of its degree-granting powers from the State Council of Education (1923), announced the offering of a "One-Year College Graduate Course" in 1924, and invested its library school with graduate status (1926) by requiring the bachelor's degree as a prerequisite for admission.<sup>84</sup> This was followed, over the ensuing years, by the offering of graduate courses in home economics (1933), engineering (1934), business administration (1945), and by the decision in 1947 to have "each college of the Institute offer graduate courses."<sup>85</sup>

By the mid-point of the twentieth century, institutions of higher education in Pennsylvania had adopted both the principle and the practice of providing postbaccalaureate candidates with opportunities for advanced study and research. The number and extent of these graduate programs were limited, by and large, only by the adequacy of their facilities and instructional staffs, and by those provisions in their charters which circumscribed their powers.<sup>86</sup>

<sup>83</sup> Carnegie Institute, *Catalogue* (1917-18), 68-69.

<sup>84</sup> Drexel Institute, Minutes of Trustees, V, April 19, 1923; *Catalogue* (1923-24), 83 ff.; (1925-26), 104.

<sup>85</sup> Drexel Institute, *Catalogue* (1932-33), 67, 152-53; (1944-45), 221; Minutes of Trustees, January 18, 1934; March 20, 1947, p. 5.

<sup>86</sup> *Supra*, 546-47, for discussion of graduate study in teacher education.

## CHAPTER XXVI

# *The Administration of Higher Education*

### I. CONTROL

Responsibility for guiding the destinies of higher educational institutions in Pennsylvania has invariably been vested in legally constituted bodies, variously called boards of trustees, boards of managers, or boards of directors. Though differing as to their method of selection—some are self-perpetuating bodies;<sup>1</sup> others were elected by stockholders;<sup>2</sup> and still others are chosen in whole or in part by the churches with which the colleges are affiliated<sup>3</sup>—these controlling groups are similar with respect to function. All aspects of institutional life are their concern. Consequently, the nature and extent of the control which the governing bodies have exercised, and continue to exercise, will be examined.

During the nascent period of a college's existence, there were relatively few matters of concern to the institution which escaped the notice of the trustees. Not only did they determine general policy and educational direction, raise funds, select sites, erect buildings, and organize faculties, but they frequently formulated courses of studies and adopted statutes which defined the duties and obligations of faculty members and students alike.<sup>4</sup> Attention was given to the minutiae as well as to the larger aspects of organization. This was particularly true while institutions were drawing their first breath

<sup>1</sup> For examples of these, see the charters of the University of Pennsylvania, *Bioren, Laws*, III, 53 (Act of September 30, 1791); Dickinson College, *ibid.*, II, 71 (Act of September 9, 1783); Allegheny College, Act of March 24, 1817, Pennsylvania, *Laws*, 1817, p. 236.

<sup>2</sup> For examples of these, see the charters of Swarthmore College, Act of April 1, 1864, *ibid.*, 1864, p. 185; Southwestern Normal School (California State College), Act of March 16, 1865, *ibid.*, 1865, p. 401; East Stroudsburg State Normal School, Monroe County, Miscellaneous Book, D, 56 (August 21, 1893), Courthouse, Stroudsburg.

<sup>3</sup> For examples of these, see the charter of Lafayette College, Act of March 23, 1854, Pennsylvania, *Laws*, 1854, p. 186; and Minutes of Trustees, Washington College, I, November 9, 1852; Minutes of Trustees, Beaver College, IV, March 29, September 22, 1928, pp. 86 ff., 101 ff.; and Agreement Between Waynesburg College and the Synod of Pennsylvania of the Presbyterian Church, March 25, 1949.

<sup>4</sup> *Supra*, 65 ff., for a detailed account of these functions.

of life, and while they were struggling to maintain themselves against many odds.

Even where authority was delegated to the faculty, a tight rein was held against its too liberal use. In the "Rules and Statutes of the College, Academy and Charity School of Philadelphia," adopted in 1755, the trustees clearly circumscribed the powers of the faculty, ascribing to it chiefly the functions of a law-enforcing agency, and reserving to themselves the final dictum in matters transcending those of only minor import. Thus, the "Rules" decreed:

As a Faculty the Provost, Vice Provost and Professors, shall have an immediate & general regard to the Manners and Education of all the Youth, belonging to this College, Academy and Charity School.

They shall be invested with the Execution of all Laws, that shall from Time to Time be made by the Trustees for the wholesome Government of the several Members of the same; excepting in those particular Cases, wherein, by Laws and Statutes hereafter to be enacted, it may be thought proper to restrict them.

That they more effectually discharge this Trust, they shall meet at least once a Fortnight in the College & Academy and oftner if the Provost think fit, or any two Members of the Faculty desire him to call a Meeting.

When met they shall diligently examine what Proficiency the Students make from Time to Time, under their respective Professors or Tutors; and whether there be any Breach, or Neglect of the Laws of the Corporation among the Students, and shall determine all Matters by a Majority of Votes.

In Consequence of these Determinations, the Person who presides at such meetings as herein after directed, shall, in the Name of the Faculty, encourage and reward the deserving, & admonish, censure, or inflict such Mulcts & lesser Punishments on Delinquents as the Majority of the Faculty as met, shall deem reasonable and conformable to the Laws then in Force.

But that things of a more weighty Nature may be done with greater Deliberation and Solemnity, the Inflicting upon any Student or Students, the greater Punishments of Expulsion, Suspension and Degradation, shall be by Direction of the Trustees only when duly met.

And if at such Meetings of the Faculty it shall appear that there has been a Neglect of Duty in any Professor, the Faculty shall admonish him in the most friendly Manner; but if repeated Admonitions have not the proper Effect they shall lay the Matter before the Trustees.<sup>5</sup>

<sup>5</sup> C.A.C., Minutes of Trustees, I, July 11, 1755, pp. 57-58.

That this was not an isolated instance of the assertion of paternal power is evidenced by similar enactments in other colleges of detailed regulations governing the activities of their personnel. Dickinson College in 1822 authorized the faculty to impose any sanction upon a recalcitrant student, "short of dismissal or expulsion; but, when in their opinion the offence shall merit the punishment of dismissal or expulsion, it shall be the duty of the president of the faculty to report the case, in writing, to the president of the board of trustees, with the attendant facts and circumstances, who shall immediately convoke the said board, and submit the matter for its decision."<sup>6</sup> The "Laws of Lafayette College" (1834) prohibited the faculty from inflicting the final punishment of expulsion without the consent of the trustees.<sup>7</sup> Similarly, the governing board of Marshall College (1837) held the faculty "responsible for the full execution of the laws and for the faithful instruction of the students." At the same time, it placed a limit upon the powers of the faculty by insisting that expulsion of students "be sanctioned by the Board of Trustees before its final execution."<sup>8</sup> This abridgement of faculty authority persisted well into the nineteenth century. As late as 1871, the trustees of Pennsylvania College resolved, "That where the Faculty shall deem an offence sufficiently grave to merit final dismissal or expulsion, the fact shall be reported to the Board by the President, with a succinct statement of the reasons therefor."<sup>9</sup>

As student enrollments increased and the problems of administration became more complex, governing bodies began to relinquish their tight hold upon college life and organization. Executive committees were created to handle problems requiring immediate attention between meetings of the trustees.<sup>10</sup> The powers of faculties were extended, and they began to assume a larger voice in the curricular and disciplinary concerns of institutions. This was a gradual process, and was accompanied by a good deal of conflict and disharmony before it reached its present state of resolution.

<sup>6</sup> Dickinson College, *Statutes* (February 15, 1822), 13-14.

<sup>7</sup> Lafayette College, *Minutes of Trustees*, I, May 1, 1834, p. 60.

<sup>8</sup> Marshall College, *Minutes of Trustees*, April 24, 1837, pp. 20 ff.; *Laws* (1837), 3, 5.

<sup>9</sup> Pennsylvania College, *Minutes of Trustees*, II, June 28, 1871, p. 161.

<sup>10</sup> Compare Dickinson College, *Minutes of Trustees*, II, October 3, 1823, p. 211; June 29, 1824, p. 232; Marshall College, *Minutes of Trustees*, September 26, 1838, pp. 46-47; Lafayette College, *Minutes of Trustees*, I, July 12, 1841, p. 103; Pennsylvania College, *Minutes of Trustees*, II, June 26, 1872, p. 164.



## 2. TRUSTEE-FACULTY RELATIONS

Faculty autonomy in affairs now generally regarded as the proper province of the instructional staff was virtually non-existent in the early history of higher education in Pennsylvania. Few matters, even the most commonplace, were left to their discretion. The trustees of the College and Academy of Philadelphia, for example, ordered the faculty (1774) to "meet regularly the second Tuesday of every Month between the Hours of Four and Six o'Clock in the afternoon, at the College, without Notice."<sup>11</sup> Dickinson College in 1786 found it necessary to pass a resolution to permit the professors to "have Access to the library as often as they may have occasion to consult Books & that they have liberty to take out Books only entering their names & the Book or Books taken out—to return them in any Time not exceeding six weeks."<sup>12</sup> Almost without exception, colleges founded before 1850, and many established later, enacted laws or statutes which specifically prescribed the content of each professorship, the methodology to be employed, and the duties and responsibilities of each member of the faculty to both trustees and students.<sup>13</sup>

This rule by legislative fiat, rather than by co-operative interchange of ideas, frequently resulted in the estrangement of the faculty and in straining the relations between them and the trustees. Charles Nisbet, the first president of Dickinson College, expressed this feeling of alienation (1792), in a letter to a friend. He wrote:

I am not fond of writing any thing with Regard to the Seminaries of Learning in this Country unless it is in Confidence, to a friend, but I do not wish that my Account of them should ever be made public, as it would be entirely opposite to that which will be given by others, & might expose me to Difficulties & Persecutions in a Country where I have no friends to support my Interest. Just now our Trustees have resolved to apply to the Legislature of the State, to alter the charter of this Seminary, & no doubt to enlarge their own Powers, & to lessen those of the

<sup>11</sup> C.A.C., Minutes of Trustees, II, May 17, 1774, p. 85.

<sup>12</sup> Dickinson College, Minutes of Trustees, I, May 10, 1786, p. 169.

<sup>13</sup> Compare U.P., Minutes of Trustees, III, April 17, 1783, pp. 157-59; Dickinson College, Minutes of Trustees, I, April 17, 1794, pp. 204-205; May 26, 1795, pp. 206-11; Jefferson College, Minutes of Trustees, I, October 28, 1802, pp. 36 ff.; Allegheny College, Minutes of Trustees, II, September 29, 1829, pp. 63 ff.; Lafayette College, Minutes of Trustees, I, May 1, 1834, pp. 59 ff.; Haverford College, Minutes of Managers, 12th Month 5, 1856; *Laws* (1856), 1 ff.; Lehigh University, *Catalogue* (1866), 29-32; Muhlenberg College, *Catalogue* (1868-69), 29 ff.; Minutes of Trustees, I, March 22, 1868, pp. 61 ff.; Lincoln University, *Laws* (July 9, 1872), 1 ff.; Pennsylvania College, *Statutes* (1876), 3 ff.

Masters, which renders my Situation very delicate & dangerous, as none of them will inform me of what they are about, nor even talk to me of Business in any Shape.<sup>14</sup>

Considerable space has already been devoted to the conflict between the provost and faculty of the University of Pennsylvania and the trustees over the failure of the latter to consult with the former in the formulation of the curriculum.<sup>15</sup> Such neglect and infringement upon faculty prerogative were scarcely conducive to the establishment of harmonious relationships. Nor were the actions of trustees elsewhere calculated to cement them. Professors could hardly be expected to respond favorably to resolutions spelling out the nature and content of their lectures, or to strictures enjoining them "to exercise the students who attend them in frequent and repeated Examinations not less than three times every week for the purpose of assisting them in their studies & in order to ascertain their progress & attention."<sup>16</sup> The records of Jefferson College are silent with respect to faculty reaction to the "order" that "the Principal and Professor of Divinity, in teaching each in their respective Classes, cause their Students, as they proceed in their studies, to write dissertations on the most striking things immediately connected with their subjects."<sup>17</sup> It is easy to surmise the feelings of the faculty of Haverford College in 1841 when they were obliged to submit "to the Board a copy of the Questions put to each of the candidates during the private Examination with a Statement of the answers."<sup>18</sup>

The strained relations arising out of such situations were, no doubt, further exacerbated by the limitations imposed upon faculties in the disciplining of students. The widespread practice of enacting rules which limited the effective control of students by teachers has already been noted. Such circumscription of his authority frequently made the professor's task more difficult; and there is no reason to suppose that his recognition of the legality of the statute which contributed to his burden made it any more palatable. The reaction of the faculty of Dickinson College (1827) to the following action of their trustees was probably typical of faculty reaction generally to similar situations:

<sup>14</sup> Charles Nisbet to Alexander Addison, May 11, 1792, Darlington Memorial Library, University of Pittsburgh.

<sup>15</sup> *Supra*, 288-292.

<sup>16</sup> Dickinson College, Minutes of Trustees, I, June 20, 1798, pp. 250-51; November 30, 1802, pp. 298-99.

<sup>17</sup> Jefferson College, Minutes of Trustees, I, April 30, 1807, p. 59.

<sup>18</sup> Haverford College, Minutes of Managers, II, 9th Month 11, 1841.

A Communication from the trustees was laid before the faculty; from which it appeared that the Board had not deemed it proper to dismiss John Norris & Wm. McLyon, but on the contrary had resolved that nothing further should be done in their case, & that no punishment should be inflicted upon them. This procedure was had by the Board, it appears, on the faith of a letter from the young men, professing their sorrow for their misconduct & promising good behaviour in future.

After mature consideration,—Resolved that the President draught a letter to the Trustees expressive of our regret at this result as calculated to prostrate the discipline of the College. . . .<sup>19</sup>

These impediments to harmony resulted, on occasion, in open schism. The faculty of the University of Pennsylvania in 1797 bypassed the trustees and appealed directly to the legislature for salary relief. Their petition declared:

Your petitioners find themselves reduced to the most disagreeable and painful situation, the price of every necessary of life being increased to an enormous degree, whilst their salaries, far from being augmented in a like proportion do not at this day exceed what, in former times, would have been accounted necessary for the comfortable support of a decent family. From the Trustees of the institution they can hope for no relief with whom it has become a law that their annual expenditure shall not exceed, or at all events, not greatly exceed their annual income. In this state of unmerited distress, discharging the duties of a profession allowed by all to be of great and indispensable use of society, yet receiving in return for their services a recompense not sufficient to defray their expenses, they have resolved to try what refuge may be found in the liberality of the Legislature.<sup>20</sup>

The breach between the faculty and the trustees at Dickinson College (1828) was even more pronounced. At a time when unity between the two bodies was indicated to stave off the threatened dire consequences of an investigation by an unfriendly committee of the State Senate, the faculty sought to disassociate themselves from their governing board and to obtain special treatment. Their minutes record the following action: "The Faculty met & appointed Professor McClelland to represent them, before the Committee of the Senate of Pennsylvania, during the investigation, by that body, of the affairs of the College; and he was instructed to use all fair means to secure a decision, in

<sup>19</sup> Dickinson College, Minutes of Faculty, August 27, 1827, p. 34.

<sup>20</sup> "Faculty Petition to State Legislature, c. 1797." University Papers, III, 16 a; Faculty to U.P. Trustees, February 6, 1798, in Archives, University of Pennsylvania.

relation to the Faculty, distinct from that which may be had, in regard to the Board of Trustees."<sup>21</sup> This precaution proved unnecessary because the Senate investigation resulted in no adverse findings.<sup>22</sup>

In a few instances, the failure to resolve faculty-trustee conflicts contributed either to the eventual demise of an institution, or to the transfer of its control from one church group to another. The long history of trustee interference in faculty affairs at Dickinson College culminated finally in a series of charges and countercharges which frustrated all attempts at reconciliation. At a meeting with the board, in 1832, the principal of the college "expressed his decided conviction, that it is impossible under existing circumstances, that the institution can prosper and recommended to the Board to suspend the operations of the college at the end of the present session." Whereupon the trustees "unanimously Resolved, That the collegiate exercises of this institution be and are hereby suspended from and after the end of the present session and that the Salaries of the members of the Faculty cease at that time."<sup>23</sup> Shortly afterwards, the institution passed into the hands of the Methodists.

Much the same situation obtained at Madison College. The church controversy fostered partisan differences which were reflected in the relationships between faculty and trustees, and which culminated in the closing of the institution in 1832.<sup>24</sup> After the college had passed into the hands of the Cumberland Presbyterians, a rift again occurred between the president and the board of trustees, resulting in the resignation of the entire faculty (1842) and the consequent cessation of operations. Although subsequent attempts were made to revive the college, a split over the question of slavery caused the faculty to resign (1855) and placed a final quietus upon the institution's activities.<sup>25</sup>

But these were extreme rather than typical examples. Slowly and gradually, governing bodies came to recognize the value of faculty independence in instructional and disciplinary concerns. As early as 1836, the trustees of Marshall College authorized the faculty "to employ Mr. James J. Brownson or any other qualified person if they deem it necessary, as Tutor. . . ."<sup>26</sup> The board of Jefferson College

<sup>21</sup> Dickinson College, Minutes of Faculty, January 18, 1828, p. 58.

<sup>22</sup> Morgan, *Dickinson College*, 222.

<sup>23</sup> Dickinson College, Minutes of Trustees, III, February 18, 1832, p. 128.

<sup>24</sup> Smeltzer, *Methodism on the Headwaters of the Ohio*, 136 ff.; Henkle, *Life of Henry Bidleman Bascom*, 197.

<sup>25</sup> *Supra*, 160, 162-63.

<sup>26</sup> Marshall College, Minutes of Trustees, November 8, 1836, p. 17.



(1845) "Resolved that the arranging the duties of Professors be left to the Faculty to arrange in such ways and means as they may think advisable."<sup>27</sup> In 1849 the trustees of the University at Lewisburg expressed their appreciation of the work of the faculty in the unanimous adoption of the following resolution: "Resolved that the Board of Trustees view with devout gratitude to God the growth and prospects of the School under their care and recognizing the instrumentality of their worthy Board of Instructors in producing the happy result, they hereby tender them their acknowledgments for their efficiency, zeal and laborious industry in promoting the interests of the Institution placed under their charge."<sup>28</sup>

As the nineteenth century entered its second half, instructional staffs were given increasingly larger measures of responsibility in determining the course of higher education. Westminster College in 1853 resolved "that all members of the Faculty are requested to sit as corresponding members of the Board of Trustees."<sup>29</sup> The faculty of the Western University of Pennsylvania (1862) participated in the selection of one of their members.<sup>30</sup> At Moravian College in 1864 it was decided "That cases of admission, rejection and expulsion be decided by the Faculty only. . . ."<sup>31</sup> In 1867 the managers of Swarthmore College invested the president and faculty of the institution with the responsibility for arranging the course of study, determining admission qualifications, and settling questions of discipline.<sup>32</sup>

More and more colleges were coming to realize, as Haverford College did, that faculty participation in deciding basic policy issues could have a salutary effect upon the life of the institution. The managers made particular note of this fact in the following minute, recorded in 1868:

The Faculty of the College being invited to enter into joint meeting with the Board were introduced, and considerable time was spent in an interesting discussion on the condition of the College in various particulars. The grounds for encouragement and for anxiety were received, and it was felt that as the way opened for such joint meetings with the Faculty hereafter

<sup>27</sup> Jefferson College, Minutes of Trustees, II, September 24, 1845, p. 80.

<sup>28</sup> University at Lewisburg, Minutes of Trustees, I, August 25, 1849.

<sup>29</sup> Westminster College, Minutes of Trustees, I, March 23, 1853, p. 15.

<sup>30</sup> Western University of Pennsylvania, Minutes of Faculty, February 22, 27, 1862, pp. 1, 2.

<sup>31</sup> *Journal of the Triennial Provincial Synod of the Northern District of the American Province of the Moravian Church . . .* (Bethlehem, 1864), Minutes of June 1, 1864, pp. 87-88.

<sup>32</sup> Swarthmore College, Minutes of Managers, I, 12th Month 2, 1867, pp. 45 ff.

from time to time, they might be usefully held, and might tend more and more to unite in purpose the Board and Faculty, to secure oneness of concern and harmony of action, by drawing all to look to a common object.<sup>33</sup>

The achieving of such rapport at Lafayette College in 1879 no doubt had an influence in the faculty decision to subscribe "\$2500 toward meeting the deficit in the College funds for the present year, the same to be deducted pro rata from their salaries. . . ."<sup>34</sup>

This developing harmony by no means excluded differences or disagreements between faculties and trustees. Questions of academic freedom, in addition to those already cited, occasionally arose to mar the even tenor of the relationships.<sup>35</sup> But these were sporadic in nature, and served only momentarily to interrupt the increasing tendency to invest faculties with autonomy, authority, and responsibility. A few examples should suffice to indicate the trend. In 1880 the trustees of Pennsylvania State College placed all employees of the institution, instructional as well as maintenance, under the direct supervision and control of the president.<sup>36</sup> The president of Moravian College and Theological Seminary was made a member of the board of trustees in 1891.<sup>37</sup> Four years later, the trustees of Lafayette College recognized "the propriety of leaving the determination of questions pertaining to the curriculum to the Faculty. . . ."<sup>38</sup> In 1902, the by-laws of the Western University of Pennsylvania placed the discipline of the institution entirely in the hands of the faculty.<sup>39</sup> The trustees of the University of Pennsylvania, despite their opposition to the faculty proposal to award the Bachelor of Arts degree (1914) for any of the various courses in the arts and sciences, agreed to the radical curriculum revision if only for the sake of preserving harmonious relations with "those to whom we must look for our actual educational results."<sup>40</sup> Though the illustrations could be multiplied, one further

<sup>33</sup> Haverford College, Minutes of Managers, III, 2nd Month 27, 1868.

<sup>34</sup> Lafayette College, Minutes of Trustees, II, July 1, 1879, p. 387.

<sup>35</sup> Compare Minutes of Provincial Elders' Conference, September 4, 5, 1867, p. 181-185, Moravian Archives, Bethlehem; Wilson College, Minutes of Trustees, I, April 6, 1871, pp. 103-101; U.P., Minutes of Trustees, XI, May 7, 1878, pp. 451-52; XV, January 11, 1912, pp. 333-31; XVI, December 8, 1913, p. 74; October 11, 1915, pp. 263 ff.; Westminster College, Minutes of Trustees, Vol. D, January 17, 1916, p. 62; West Chester *Daily Local News*, March 21, 22, 25, 1927.

<sup>36</sup> Pennsylvania State College, Minutes of Trustees, I, June 30, 1880, p. 222.

<sup>37</sup> Moravian College, Minutes of Trustees, June 12, 1894, p. 34.

<sup>38</sup> Lafayette College, Minutes of Trustees, III, February 3, 1898, p. 288.

<sup>39</sup> Western University of Pennsylvania, Minutes of Trustees, June 11, 1902, pp. 158-59.

<sup>40</sup> U.P., Minutes of Trustees, XVI, June 8, 1914, pp. 132-33.

example will suffice. In 1934 the trustees of Lebanon Valley College so interpreted their charter as to include as members ex-officio of the board of trustees the heads of all the instructional departments of the institution.<sup>41</sup>

### 3. FINANCING HIGHER EDUCATION

**The Need for Funds.** Probably no single question has plagued college administrators so persistently as has the problem of obtaining adequate funds. If one factor were to be singled out as directly contributing to the demise of those colleges which once had life, the lack of finances would be that factor. The evidence suggests that inadequate financing was principally responsible for Franklin College's failure to achieve collegiate status. Bristol College ceased operations after a brief existence of only four years, largely because its founders were unable to raise the pecuniary means with which to sustain it. This was also true of the Polytechnic College of Pennsylvania, Susquehanna Female College, Maimonides College, Mercersburg College, Lambeth College, Pennsylvania Female College (Montgomery County), and Irving Female College,<sup>42</sup> to mention only a few of many similar institutions whose histories have already been recounted.

Of those colleges which have enjoyed happier fates, scarce one has not been faced, at one time or other in its history, with the unpleasant prospect of closing its doors because of a depletion of its funds and a drying up of the sources from which to replenish them. The trustees of the College and Academy of Philadelphia, in an effort to avert what appeared to be imminent disaster, sent Provost William Smith to Europe (1761) to solicit funds from those who might be interested in saving the institution. In the letter of introduction which the provost carried, there is contained this statement:

. . . tho the greatest Oeconomy hath been used in every part of the Design, and nothing attempted but what the Circumstances of so growing a place seemed absolutely to require, yet the necessary expense attending so large an undertaking hath greatly exceeded all the Resources in the power of the Trustees, and as the Charge of the Seminary is now £ 700 annually more than its Income, they have the disagreeable Prospect of seeing its Funds in a few Years wholly exhausted and an end put to its Usefulness after all their Labours for its Support unless they

<sup>41</sup> Lebanon Valley College, Minutes of Trustees, June 1, 1934, pp. 459-60.

<sup>42</sup> *Supra*, 119-20, 185-86, 481-82, 577-78, 239, 125-27, 194-95, 572, 575, for a discussion of each of these, respectively.

can procure the Assistance of generous and well disposed persons abroad.<sup>43</sup>

Despite the provost's successful campaign, the problem was by no means solved. In fact, the legislature (1779) cited the financial plight of the college as one of the reasons for removing the trustees and the faculty, for relieving them of their property and for erecting the University of the State of Pennsylvania on the foundations of the old institution.<sup>44</sup>

Shortly before the turn of the eighteenth century, the trustees of Dickinson College beheld "with great concern the heavy debts with which the Institution is encumbered—& for the discharge of which no Funds or adequate means appear to exist," and "Resolved that as the Legislature did not grant the prayer of the Trustees at their last Session requesting them to endow and make permanent provision for this College that the Committee dreads an early dissolution of the Institution from the pressure of its debts & the great inadequacy of the Funds for the support of the same."<sup>45</sup> This condition continued virtually unabated throughout the first quarter of the nineteenth century, and resulted in the suspension of the college's activities in 1816, which lasted for five years. The transfer of the institution to the Methodists in 1832 was no doubt occasioned, among other things, by the college's insolvency.<sup>46</sup>

Much the same fate befell Allegheny College. Bereft of funds with which to employ professors and to attract students, the trustees (1828) resolved to lease the college building to "Capt. Alden Partridge" for the establishment of a military institute, as the best means of promoting "the original objects of our institution . . . at the present crisis." However, this failed to materialize and the college passed into the hands of the Methodists four years later.<sup>47</sup> Though able to maintain control of their institutions despite mounting adversity, the trustees of other colleges periodically faced the problem of extinction. Washington College (1830) deemed it "expedient at this time to resuscitate the Institution if practicable" and appointed a committee "to appeal to the liberality and the true interests of the people of this place and

<sup>43</sup> C.A.C., Minutes of Trustees, I, December 15, 1761, pp. 152-53.

<sup>44</sup> *Ibid.*, II, September 28, 1779, pp. 151-52.

<sup>45</sup> Dickinson College, Minutes of Trustees, I, June 21, 1797, pp. 229-30.

<sup>46</sup> *Ibid.*, November 19, 1801, pp. 286 ff.; II, February 3, 1810, pp. 6-7; September 27, 1816, pp. 100-101; Charles Nisbet to Benjamin Rush, November 12, 1803, RCLC; *supra*, 60-65.

<sup>47</sup> Allegheny College, Minutes of Trustees, II, December 26, 1828, pp. 45 ff.; July 31, 1832, pp. 96-98.



its vicinity to aid the funds of the Institution.”<sup>48</sup> The Agricultural College of Pennsylvania (Pennsylvania State University) was saved from an early demise by the timely aid of the legislature in 1861.<sup>49</sup> The managers of Haverford College averted catastrophe from mounting indebtedness<sup>50</sup> by effecting an agreement (1871) whereby the faculty was to bear the brunt of all the operating expenses.<sup>51</sup> Wilson College decided (1883) to discontinue “the present arrangement for pupils,” because “of the floating debt that must be provided for.” The teachers were dismissed, and a committee was appointed “to ascertain whether the Buildings & grounds could be leased for educational purposes and upon what terms.” Only the timely contributions of “the Citizens of Chambersburg & others” enabled the trustees to announce the “reopening of the college” in September of the same year.<sup>52</sup> And Lehigh University managed to survive the loss of income from its invested funds largely because the legislature appropriated \$150,000 for its maintenance and general expenses in 1897.<sup>53</sup> These are but a few examples of the serious financial crises which many other institutions of higher education in Pennsylvania managed to weather. The fact that they did so may be taken as an indication of the devotion and the resourcefulness of those who have been responsible for their care.

Funds for higher education have, in the main, stemmed from three major sources: tuition and other fees from students, private benefaction, and public appropriation. The last of these—a sporadic and short-lived affair in the early nineteenth century, and a boon which only a few currently enjoy—has already been discussed.<sup>54</sup> Consequently, it is to the first two that we shall now turn our attention. Our efforts will be directed towards examining their respective roles in contributing to the financial well-being of institutions, and the influence they exerted, if any, on the policy, internal life, and curriculum of higher education.

**Income from Tuition.** From the cumulative evidence of more than two centuries of experience in Pennsylvania, this fact emerges: At no time in the history of higher education has the income from

<sup>48</sup> Washington College, Minutes of Trustees, February 1, 1830.

<sup>49</sup> Act of April 10, 1861, Pennsylvania, *Laws, 1861*, p. 392; *supra*, 484.

<sup>50</sup> Haverford College, Minutes of Managers, II, 4th Month 11, 1870.

<sup>51</sup> *Ibid.*, III, 6th Month 7, 1871.

<sup>52</sup> Wilson College, Minutes of Trustees, I, July 24, August 3, 1883, pp. 312-13, 315-16.

<sup>53</sup> *Supra*, 190; Act of July 26, 1897, Pennsylvania, *Laws, 1897*, p. 425.

<sup>54</sup> *Supra*, 305-13.

tuition defrayed the cost of educating students. Clearly, in those institutions where there was no charge for tuition—many of the theological seminaries,<sup>55</sup> Lehigh University, from 1871 to 1892,<sup>56</sup> and Pennsylvania State College from 1871 on,<sup>57</sup> may be included among those in this category—reliance had to be placed on other sources of income. Even in colleges where fees were charged, they rarely were sufficient to cover the salaries of the professors; and with the passage of time, they became increasingly less so. Thus, the trustees of the College and Academy of Philadelphia, in 1778,

considered that on Account of present Dearness of Living, the Masters could not support themselves upon the former Salaries, it was thought reasonable that the Tuition Money should be raised as from the Depreciation of Money the Sum of 20 Sh. pr Quarter is not by any means now equivalent to 20 Sh. in former Times. Wherefore it is Ordered that each new Scholar pay Forty Shillings Entrance, and that all the Scholars pay *three* pounds each pr Quarter Tuition Money from the Time the Schools last opened after the Evacuation of the City by the British.<sup>58</sup>

In 1805, the faculty, in a communication to the trustees, suggested

that the present arrangement in the University, so far as respects salaries, is, we humbly conceive, susceptible of some improvement.—For instance. Let the Trustees pay to each of their Professors such a positive annual salary as they shall think proper; and let the whole of the money collected for tuition & incidental Charges and the Tutor's salaries, be equally divided among the several Professors.

Thus there would be but one Common interest in the Institution, and every Professor, as far as actuated even by *pecuniary* motives, would exert himself, to promote the general interest of the Seminary.—But if your honourable Board shall be pleased to appoint a Committee to confer with us on this subject, we will develop our views still further.<sup>59</sup>

The long-existing disparity between revenues obtained from tuition, and expenditures for professors' salaries alone has been a phenomenon which higher education has not been able to reconcile. Dickinson College, in 1781, voted Professor Ross a salary of "£180 per annum"

<sup>55</sup> Compare Evangelical School of Theology, *Catalogue* (1951-52), 27-28; Theological Seminary of Evangelical Reformed Church, *Catalogue* (1952-53), 67-68; Lutheran Theological Seminary, Gettysburg, *Catalogue* (1951-52), 52.

<sup>56</sup> *USRCE*, 1880, p. 275; Lehigh University, *Catalogue* (1891-92), 31-32.

<sup>57</sup> Dunaway, *Pennsylvania State College*, 81.

<sup>58</sup> C.A.C., Minutes of Trustees, II, September 27, 1778, pp. 107-108.

<sup>59</sup> William Rogers to Trustees, November 5, 1805, University Papers, V, 53.

in addition to the tuition fees he had been collecting heretofore.<sup>60</sup> An accounting from the treasurer of Jefferson College (1806) revealed that the income from tuition for the year amounted to "£275, 15," while the annual outlay for professors' salaries was £330.<sup>61</sup> In his address to the faculty at the opening of the first term of Lafayette College in the newly erected college building, the president of the board of trustees, James Porter, stated:

You have undertaken the charge of this Institution upon terms that are perhaps new in college annals.—You have to depend for your support and that of your able associates and assistants, on the sums to be received for tuition, and hence we have the additional incentive of personal interest, superadded to that of a desire to be useful and to enhance your own fame and that of the institution, to induce you to activity, exertion and perseverance.<sup>62</sup>

This method of remuneration, however, did not long prevail. In 1841 the minutes of the trustees record the employment of a president and members of the faculty on the basis of a fixed salary scale.<sup>63</sup> Jefferson College (1834) adopted a combination of the two methods in appointing a single professor to teach both mathematics and the modern languages. He was allowed a salary of "five hundred dollars per annum . . . in addition to whatever fees the said Professor may receive from students for tuition in the Modern Languages."<sup>64</sup> The trustees of the Western University of Pennsylvania (University of Pittsburgh), recognizing the hazards in depending upon student fees for the reimbursement of professors (1859), "Resolved that the Salary of the Principal of the Faculty . . . be \$1500 per annum & that the two other Professors, viz the professor of languages & the professor of mathematics, be \$1200 per annum each; provided the income from the regular course of tuition amount to so much, and in that proportion, provided it does not."<sup>65</sup>

Despite the periodic raising of fees for tuition, the gulf between the income from this source and the fixed and variable expenses of

<sup>60</sup> Dickinson College, Minutes of Trustees, I, September 30, 1784, p. 137.

<sup>61</sup> Jefferson College, Minutes of Trustees, I, April 24, 1806, p. 55.

<sup>62</sup> Porter, "Address and Ceremony of Installation," *Hazard's Register*, XIV (September 13, 1834), 175.

<sup>63</sup> Lafayette College, Minutes of Trustees, I, March 15, April 10, 1841, pp. 96, 100; June 3, 1842, p. 109.

<sup>64</sup> Jefferson College, Minutes of Trustees, II, March 27, 1834, p. 22.

<sup>65</sup> Western University of Pennsylvania, Minutes of Trustees, February 11, 1859, p. 258.

institutions continued to widen. In 1871, the president of Lincoln University reported that "The endowment fund together with the fees for tuition which in a majority of cases are either remitted or cannot be collected, do not pay the professors; and must be largely supplemented from the donations & collections to the general fund."<sup>66</sup> The faculty of Muhlenberg College (1882) complained of the meagerness of their salaries "to meet the expense of residence and living in this place, not to mention provision for a possible future period of disability," and "respectfully and urgently request[ed] the Board to take immediate action to secure the completion of . . . endowments, or to adopt other measures that will enable them speedily to raise the salaries. . . ."<sup>67</sup> Lebanon Valley College was informed by its president, in 1911, that "Tuition does not and can not be made to pay the salaries of competent teachers and hence there will be an annual deficiency to be met by annual solicitation or by the proceeds from an endowment large enough to cover it."<sup>68</sup> One further example should suffice to illustrate the point. In 1925, the president of Westminster College declared that "the present Tuition charge to the student . . . does not meet more than one-half the expense of his education."<sup>69</sup>

An unusual, but financially unsound, method of obtaining prepaid tuition was adopted by many of the denominational colleges in the nineteenth century. Temporary and permanent scholarships were sold at varying prices, and frequently much below the normal charges for tuition, presumably on the assumption that the large sum of money so collected and invested would realize an income adequate to meet the operating expenses of the institution. Possibly the earliest of these schemes was instituted by Dickinson College in 1825, with the creation of "a species of stock of which there shall be distributed an indefinite number of shares, each share to be valued at fifty dollars, and to entitle the purchaser to the privilege [*sic*] of educating a young man for the space of two years at Dickinson College free from all charge for tuition. . . . The money raised by the sale of these shares to constitute a fund the interest of which shall be applied to the support of the Professors."<sup>70</sup>

<sup>66</sup> Lincoln University, Minutes of Trustees, I, December 9, 1871, p. 150.

<sup>67</sup> Muhlenberg College, Minutes of Faculty, III, December 6, 1882, pp. 52-53.

<sup>68</sup> Lebanon Valley College, Minutes of Trustees, June 6, 1911, p. 31.

<sup>69</sup> Westminster College, Minutes of Trustees, IV, October 26, 1925, p. 105.

<sup>70</sup> Dickinson College, Minutes of Trustees, II, January 14, 1825, pp. 244-45.



Though differing as to the cost of the temporary and permanent scholarships, the various colleges adopted plans which embodied, in the main, measures taken by the trustees of Jefferson College (1851) for "the complete endowment of the Institution." The Jefferson College scheme was as follows:

1st. The payment of \$25 shall endow a single scholarship, which shall entitle the subscriber to the tuition of one student, during the entire course, including the Preparatory studies.

2. The payment of \$50 shall endow a Family Scholarship, which shall entitle the subscriber to the tuition of all his own sons, or those of any family he may designate, or to the tuition, amounting in the aggregate to 12 years of any students he may select.

3. The payment of \$100 shall endow a Scholarship for 30 years, or shall entitle the subscriber to the Tuition amounting in all to 30 years, of such persons as he may select. . . .

4<sup>th</sup>. The payment of \$400 shall endow a perpetual scholarship, to be designated by whatever name the subscriber may select, and shall entitle the individual or association paying the same, to the tuition of one student in perpetuity; and this scholarship may be disposed of by sale or devised by will as any other property.

5<sup>th</sup>. The payment of \$1250 shall endow a scholarship in full to be designated by whatever name the subscriber may select, and shall entitle him to the tuition, room-rent and boarding of one student in perpetuity; and this scholarship may be disposed of as any other property.

Subscriptions to the perpetual scholarships shall in all cases be binding; but the subscribers will not be required to make payment until one year after the date of their subscriptions; and when ever the money is paid they shall receive certificates securing to them the benefit of their scholarships.

All Students sent to College on any of these scholarships will be subject to the regulations, and discipline of the institution.<sup>71</sup>

In addition to Dickinson and Jefferson colleges, other institutions initiated similar programs. Allegheny College offered a five-year scholarship for \$100 in 1833; but a lack of public enthusiasm for the plan led the trustees, ten years later, to announce the "sale of perpetual scholarships," entitling "any person subscribing and paying twenty-five dollars, to . . . send one student to the College free of

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<sup>71</sup> Jefferson College, Minutes of Trustees, II, March 26, 1851, p. 117.

tuition forever."<sup>72</sup> Temporary and permanent scholarships were also offered by Gettysburg College, 1834; University at Lewisburg (Bucknell University), 1848; Lafayette College, 1851; Waynesburg College, 1853; Washington College, 1853; Westminster College, 1853; Franklin and Marshall College, 1854; Wilson College, 1868; Muhlenberg College, 1871; Swarthmore College, 1871; Thiel College, 1873; Missionary Institute (Susquehanna University), 1894; Temple College, 1895; and Lebanon Valley College, 1905.<sup>73</sup>

Contrary to expectation, the sale of scholarships did not produce the anticipated financial results. Income was reduced, rather than increased. As early as 1848, the president of Dickinson College declared that "from nearly one fourth of the students the college has derived no direct present revenue for tuition."<sup>74</sup> In 1871, the college catalogue announced that "As the College tuition is now for the most part paid by Scholarships, the necessary expenses of a student are much reduced."<sup>75</sup> The faculty of Westminster College reported (1855) that of 136 students in the college, "69 are on rented scholarships, 67 on those owned by their parents. None pay tuition."<sup>76</sup> From August 4, 1857, to August 3, 1858, receipts for tuition at Jefferson College totalled \$54. Five years later the income from tuition was but \$30 for a similar annual period.<sup>77</sup> So "very trifling" were "the revenues at present derived from charges for tuition," that the trustees of Franklin and Marshall College (1890) "Resolved, that hence-

<sup>72</sup> Allegheny College, Minutes of Trustees, II, July 25, 1833, p. 104; August 24, 1843, pp. 185-86.

<sup>73</sup> Gettysburg College, Minutes of Trustees, I, April 15, 1834, pp. 16-17; University at Lewisburg, Minutes of Trustees, I, May 3, 1848; Lafayette College, Minutes of Trustees, I, July 22, 1851, pp. 217-18; July 27, 1852, p. 226; Waynesburg College, Records of the Pennsylvania Synod of the Cumberland Presbyterian Church, Minutes of September 28, 1853, Presbyterian Historical Society, Philadelphia; Washington College, *Catalogue* (1853-54), 19-20; Westminster College, Minutes of Trustees, January 5, 1853, p. 14; Franklin and Marshall College, Minutes of Trustees, I, July 26, 1854, pp. 121-22; Wilson College, Minutes of Trustees, I, August 6, 1868, p. 21; Muhlenberg College, Minutes of Trustees, I, June 13, 1871, p. 246; Swarthmore College, Minutes of Managers, I, 12th Month 5, 1871, pp. 131-32; Thiel College, Minutes of Trustees, I, December 18, 1873, p. 60; Missionary Institute (Susquehanna University), Minutes of Directors, II, June 4, 1894, p. 35; Temple College, Scholarship Subscription List, c. 1895; Minutes of Trustees, II, November 7, 1896, p. 269; *Catalogue* (1896-97), 91-92; Lebanon Valley College, Minutes of Trustees, June 13, 1905, p. 22.

<sup>74</sup> Dickinson College, Minutes of Trustees, IV, July 12, 1848, p. 89.

<sup>75</sup> Dickinson College, *Catalogue* (1870-71), 27.

<sup>76</sup> Westminster College, Minutes of Trustees, I, March 29, 1855, p. 45.

<sup>77</sup> Jefferson College, Minutes of Trustees, II, August 3, 1858, p. 156; August 4, 1863, p. 181.

forth tuition in Franklin and Marshall College shall be free to all students, provided that in the admission of students holders of scholarships shall have the preference."<sup>78</sup>

Speaking in 1890, President James Moffat of Washington and Jefferson College traced the history of scholarship sales in his own institution; and, in so doing, described the effect of similar sales on the finances of other colleges. He said:

After forty years of effort the invested funds of Jefferson College amounted in 1845 to just \$3,884.50, and the debt was reported at \$6,661.75. Washington College was no better off. As appeals were unheeded, the scholarship scheme was devised. The colleges proposed to sell the right to tuition for small amounts of money. In the case of Jefferson College the payment of \$25 entitled the holder of the scholarship to the tuition of one person for four years. In the case of Washington College the price of the same scholarship was placed at \$50. In this way each college proposed to accumulate a fund of \$50,000, the interest of which it was hoped, added to the fees paid by students without scholarships, would increase their income considerably; but they failed to realize at the time that in proportion as they sold scholarships they cut off tuition fees, and, instead of receiving \$30 a year for tuition, they would be receiving only the interest on \$25 or \$50. This is just what happened, too, in a very short time: Nearly every student had a scholarship, and therefore paid no tuition fee. For instance, in the years succeeding the sale of scholarships the Jefferson College treasury received tuition fees as follows: 1857, \$95; 1858, \$54; 1859, \$60; 1861, \$76; 1863, \$30. Since I have been the president of the college, from 1882 to the present time, we have not received a single dollar for tuition, the scholarships being sufficiently numerous still to supply the demand. Jefferson College, instead of receiving \$30 from each of its 250 to 300 students, or an aggregate of from \$7500 to \$9000 a year, was receiving but \$3600. Washington College, instead of receiving for tuition from \$3000 to \$5000 a year, was receiving but about \$2500. Their income became about one-half of what it was when they had no money at all.<sup>79</sup>

It is small wonder, then, that the colleges soon began to make attempts to recall or to purchase the outstanding scholarships. In 1864 the trustees of Westminster College "Res. that those holding Perpetual scholarships be requested to give them up to the Board

<sup>78</sup> Franklin and Marshall College, Minutes of Trustees, II, June 18, 1890, pp. 193-94.

<sup>79</sup> James D. Moffat, *Historical Sketch of Washington and Jefferson College* (Washington, Pa., 1890), 9-10.

for the purpose of educating missionaries."<sup>80</sup> The president of Lafayette College was directed (1865) to correspond "with all donors to the endowment fund who have received permanent scholarships" to turn them over to the college "for the benefit of candidates for the ministry, or such other deserving young men not able to pay the tuition fees, as the Faculty, from year to year, may select."<sup>81</sup> Washington and Jefferson College (1867) made it "one of the prescribed duties of the Financial Agent of the College to procure the surrender of outstanding scholarships."<sup>82</sup> Faced with the fact (1892) that "The whole number of Perpetual scholarships by which the college is burdened is 227, or about the average of the whole number of students in attendance," the trustees of Westminster College instructed their finance committee "to make a complete and systematic canvass of all holders of scholarships and secure the donation of them to the college if possible and failing in this to purchase them. . . ."<sup>83</sup> Even Swarthmore College, whose permanent scholarships were sold for \$5000 each, deemed it advisable (1901) to repurchase the scholarships on the grounds that "it will be a considerable saving to the College."<sup>84</sup>

In an effort to overcome in part the reduction in income resulting from the sale of scholarships, the colleges inaugurated systems of extra charges, called variously contingent fees, matriculation fees, or general charges. Thus Allegheny College in 1819 adopted a contingent fee of \$2 per session. The significance of this fee is revealed when it is compared with the charge for room rent which was also \$2 per session.<sup>85</sup> Westminster College (1854) established a "contingent fund" payable by "each scholar attending on his own or his father's scholarship," and for "those attending on rented scholarships."<sup>86</sup> Shortly after it had commenced the sale of scholarships, Franklin and Marshall College instituted the practice of charging the students for "contingent expenses." This charge was increased simultaneously with the announcement (1890) that tuition would henceforth be free.<sup>87</sup>

<sup>80</sup> Westminster College, Minutes of Trustees, I, October 1, 1864, p. 114.

<sup>81</sup> Lafayette College, Minutes of Trustees, II, November 1, 1865, p. 157.

<sup>82</sup> Washington and Jefferson College, Minutes of Trustees, July 31, 1867, p. 58.

<sup>83</sup> Westminster College, Minutes of Trustees, Vol. C, June 20, 1892, pp. 28 ff.

<sup>84</sup> Swarthmore College, Minutes of Managers, I, 2nd Month 8, 1876, pp. 198-99; II, 12th Month 19, 1884, p. 172; IV, 9th Month 20, 1904, pp. 28-30.

<sup>85</sup> Allegheny College, Minutes of Trustees, II, June 2, 1849, p. 239.

<sup>86</sup> Westminster College, Minutes of Trustees, I, March 29, 1854, p. 32.

<sup>87</sup> Franklin and Marshall College, *Catalogue* (1860-61), 21; Minutes of Trustees, II, June 18, 1890, p. 194.



Thiel College in 1893 exempted students paying the regular tuition from the payment of the contingent fee.<sup>88</sup> At Washington and Jefferson College (1919) the charge for tuition was \$30 per semester, while the contingent fee was \$32 per semester.<sup>89</sup> Dickinson College avoided using the term "tuition" and substituted in its stead the phrase "general charge" to describe student expenses other than those for room rent or boarding.<sup>90</sup>

**Financing by Lottery.** Income from tuition, as has been seen, scarcely sufficed to maintain institutions. Other sources of support had to be obtained if the colleges and universities were to survive. One device, employed principally by the College and Academy of Philadelphia in the eighteenth century, was the lottery.<sup>91</sup> "In 1754," states Watson, "they form a lottery of 5,000 tickets, at four dollars each, to raise a fund to complete the City Academy in Fourth street, then lately purchased of Whitefield's congregation: and in the next year a further lottery of four classes is made to raise 75,000 dollars, and net 9,375 dollars, for the general objects of the Academy, and to endow professorships, &c."<sup>92</sup> That these lotteries did contribute substantially to the funds of the institution is attested to by the resolution of the trustees (1756) "that of the Money accruing to the College Funds by the late Lotteries the Sum of two thousand Pounds shall be put out to Interest. . . ."<sup>93</sup> Indeed, when the Provincial Assembly passed "An Act for the More Effectual Suppressing and Preventing (of) Lotteries and Plays," members of Council informed the Governor that they "believed it to be true, that this Bill was principally intended to destroy the College, Academy and Charity School of this City. . . . That some members of the House were well known to have thrown all possible discouragements on it, and failing of Success they had probably fallen on this method to prohibit Lotteries from which of Late the Academy had drawn its principal Support."<sup>94</sup> The records of the university reveal that at least seven lotteries had

<sup>88</sup> Thiel College, *Catalogue* (1892-93), 31.

<sup>89</sup> Washington and Jefferson College, *Catalogue* (1918-19), 111.

<sup>90</sup> Dickinson College, *Catalogue* (1910-11), 66; (1920-21), 44.

<sup>91</sup> Dickinson College operated a lottery in 1789. See Pennsylvania, *Statutes at Large*, XIII, 276 (Act of March 27, 1789), 385 (Act of September 29, 1789).

<sup>92</sup> Watson, *Annals*, II, 444.

<sup>93</sup> C.A.C., Minutes of Trustees, I, December 21, 1756, p. 77.

<sup>94</sup> Quoted in Asa E. Martin, "Lotteries in Pennsylvania Prior to 1833," *PMHB*, XLVII (1923), 313-14.

been conducted for its benefit from 1754 to 1761.<sup>95</sup> According to Martin, however, the College, Academy and Charitable School of Philadelphia enjoyed the income from nine different lotteries instituted between 1755 and 1761 inclusive.<sup>96</sup>

**Private Beneficence.** Nevertheless, the chief means of support, both for the University of Pennsylvania and the other institutions of higher education in Pennsylvania, stemmed from the contributions of private individuals and groups. Funds from these sources were generally invested in interest-bearing securities. Occasionally an institution ventured into the field of industrial enterprise to augment its income. The Missionary Institute (Susquehanna University), for example, acted favorably upon the report of Professor Zigler in which he stated that "he had leased forever, a lot of Ground in the Oil regions of Western Pennsylvania for benefit of the Miss. Institute, that he had employed a person to dig a well and bore to the depth of two Hundred feet. . . ." However, the enterprise was not successful, and efforts were made to dispose "of the tools which were used for boring the oil well," and to settle the claim for unpaid wages of those who had been engaged in the work.<sup>97</sup> On the other hand, the trustees of Slippery Rock State Normal School (1907) decided to open "a coal Bank on the Normal grounds." This venture proved fruitful; for in 1935 the trustees authorized the president of the board "to sign a new wage agreement granting a ten percent increase to the coal miners in accordance with a new scale adopted by the Union."<sup>98</sup> However, it is the purpose of this work to examine the influence of private beneficence on the policies and curriculum of higher education.

It should be noted from the outset that donations of considerable sums of money were made by trustees and other individuals and groups without specific stipulation as to its use. In many instances even those gifts offered for special purposes served to augment the implementation of pre-existing policy, to endow an existing chair,

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<sup>95</sup> Receipts to John Lawrence from Phineas Bond for Sale of Lottery Tickets, August 4, 1761, University Papers, XIII, 20.

<sup>96</sup> Martin, "Lotteries," *PMHB*, XLVIII (1924), 77.

<sup>97</sup> Missionary Institute, Minutes of Trustees, I, March 4, 5, 1861, pp. 71-73; June 11, 1862, p. 89.

<sup>98</sup> Slippery Rock State Normal School, Minutes of Trustees, April 5, June 7, 1907, pp. 299, 308; July 3, 1908, p. 421; November 4, 1935. The investigation of investment policy is not the function of this study, although such an investigation would indeed be valuable and should be undertaken by a properly qualified student.

or to establish a scholarship.<sup>99</sup> Contributions of this kind were frequently given, and sometimes withheld, by groups of citizens, thereby indicating the nature of the relationship between college and community. In 1817, the trustees of Jefferson College "Resolved that the thanks of this board be presented to those ladies of Canonsburgh and its vicinity . . . who contributed for the purpose of painting the walls of the College edifice and purchasing a new bell for Jefferson College and that the Secretary cause this to be published in one or more of the neighboring newspapers."<sup>100</sup> Yet its close neighbor Washington College met with an entirely different kind of reception in 1834. A "Committee appointed to solicit donations in town, to aid in building a new College Edifice," was forced to report "that they have not made any collections."<sup>101</sup>

This variation in attitude of local communities in supporting or denying support to their colleges was further exhibited in the experiences of other institutions. The trustees of Dickinson College (1833) were moved to "hail with pleasure the deep interest the citizens manifest in the speedy restoration of the College as an indication of the necessity there is for such an institution, as well as an insurance that it will receive their protection and patronage."<sup>102</sup> On the other hand, Lincoln University failed to raise an endowment fund of \$100,000 in 1866, because of adverse public sentiment towards the

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<sup>99</sup> Compare Allegheny College, Minutes of Trustees, I, May 26, 1817, p. 4; July 22, 1825, p. 308; Beaver College, Minutes of Trustees, III, November 7, 1902, p. 57; Bryn Mawr College, Minutes of Trustees, IV, 1st Month 11, 1906, p. 231; University at Lewisburg, Minutes of Trustees, I, January 18, 1849; Dickinson College, Benjamin Rush to John Montgomery, February 17, 1784, RCLC; Marshall College, Minutes of Trustees, I, September 26, 1837, p. 31; Pennsylvania College, Minutes of Trustees, II, June 26, 1873, p. 182; Haverford College, Minutes of Managers, II, 12th Month 24, 1840; Lafayette College, Minutes of Trustees, I, March 13, 1840, 88-89; Lebanon Valley College, Minutes of Trustees, June 12, 1905, p. 10; Lincoln University, Minutes of Trustees, I, November 27, 1866, pp. 55-56; June 19, 1867, p. 63; Moravian College and Theological Seminary, Minutes of Trustees, February 11, 1870, p. 226; Muhlenberg College, Minutes of Trustees, I, November 12, 1867, p. 11; Pennsylvania Female College (Chatham College), Minutes of Trustees, I, May 23, 1870, p. 13; Pennsylvania State College, Minutes of Trustees, II, January 26, 1899, p. 111; Western University of Pennsylvania, Minutes of Trustees, September 29, 1846, p. 104; Susquehanna University, Minutes of Directors, II, June 5, 1894, p. 45; Swarthmore College, Minutes of Managers, I, 12th Month 6, 1875, p. 194; Thiel College, Minutes of Trustees, I, August 30, 1889, p. 263; Jefferson College, Minutes of Trustees, I, September 27, 1809, p. 69; Westminster College, Minutes of Trustees, Vol. C, May 15, 1893, pp. 40 ff.

<sup>100</sup> Jefferson College, Minutes of Trustees, I, September 24, 1817, p. 94.

<sup>101</sup> Washington College, Minutes of Trustees, I, September 23, 1834.

<sup>102</sup> Dickinson College, Minutes of Trustees, III, June 8, 1833, p. 168.

institution.<sup>103</sup> At the same time, the trustees of Franklin and Marshall College complained that "we notice as one of the leading difficulties in the past history of the College the want of interest and sympathy in the people of Lancaster City and County."<sup>104</sup>

On occasion, community apathy and disinterest were transformed subsequently into sentiments of sympathy and generous helping. This occurred, for example, at the Western University of Pennsylvania (University of Pittsburgh). In 1871 William Thaw offered to contribute \$100,000 to the endowment fund provided the university raise a similar sum.<sup>105</sup> Four years later the chancellor declared: "The value in every respect to our community of a large and well endowed and well-equipped University is not understood. What is sought and appreciated in other cities is regarded with indifference here. A sum which could be raised in most cities of the size and wealth of our own in a few weeks, after nearly four years is still in vain making its demands on our citizens. . . ."<sup>106</sup> When, however, in the twentieth century, the university embarked on a campaign to erect its "Cathedral of Learning," the public came to its support. "Seldom," states Agnes Starrett, "had Pittsburghers allowed their enthusiasm to reach so high a pitch. Never had they contributed so much money towards one cause."<sup>107</sup>

By and large, local communities approve of the institutions of higher learning in their midst and come to their aid during times of need. At the close of the campaign to raise \$75,000 to liquidate the indebtedness of the Pennsylvania College for Women (1875), the committee on subscriptions reported: "That our reception by the community has been courteous and the response to our appeals under the circumstances generous."<sup>108</sup> The trustees of Lafayette College, whose science building had been consumed by fire, publicly expressed their appreciation (1879) for "the action of the citizens of Easton in raising a fund to aid in the reconstruction and re-equipping of Pardee Hall."<sup>109</sup> Wilson College was spared the fate of closing its doors in 1883, because of the liberality of the people of Chambersburg in liquidating the

<sup>103</sup> Lincoln University, Minutes of Trustees, I, June 21, November 27, 1866, pp. 53, 55.

<sup>104</sup> Franklin and Marshall College, Minutes of Trustees, I, January 24, 1866, p. 278.

<sup>105</sup> Western University of Pennsylvania, Minutes of Trustees, June 16, 1871, p. 5; June 17, 1872, p. 65.

<sup>106</sup> *Ibid.*, June 3, 1875, p. 98.

<sup>107</sup> Starrett, *University of Pittsburgh*, 258.

<sup>108</sup> Pennsylvania College for Women, Minutes of Trustees, February 23, 1875, p. 91.

<sup>109</sup> Lafayette College, Minutes of Trustees, II, July 1, 1879, pp. 386-87.



floating debt of the institution.<sup>110</sup> Without the stimulating influence of a crisis or a well-publicized campaign, "the Citizens of New Wilmington" contributed both money and labor for the prosaic purpose of painting the Westminster College building.<sup>111</sup> Though others may be cited, a final example will be noted here. In 1904 the people of Annville joined with the faculty and trustees of Lebanon Valley College in an effort to raise the funds necessary for the rebuilding of the college edifice recently destroyed by fire.<sup>112</sup>

Thus far we have considered contributions from donors whose gifts served to confirm rather than to alter the course upon which institutions had been embarked. There was, however, giving of a different kind. Individuals and groups frequently asked compliance with specific conditions or purposes prior to the bestowal of their intended benefactions. And these often had the effect of either changing policy, of transferring control, or of influencing curriculum. Lafayette College experienced a number of such changes. The catalogue of 1853 graphically describes the institution's complete transformation into a synodical college:

During the recent sessions of the Synod in Baltimore, that body felt that it had not the control of the College as fully as it was desirable. It therefore recommended the subscribers to the endowment fund, to suspend the payment of their subscriptions until the Board should be brought fully under the control of the Synod, by the resignation of those Trustees who had not been nominated by the Synod, and appointment of others in their place, who had been so nominated. Accordingly, at a meeting of the Board, held immediately after the rising of the Synod, fourteen members resigned, and their places were filled by nominations of the Synod. Thus the entire change was effected in the Board, and in all the officers of it, by which the Synod has the entire control of the Institution.<sup>113</sup>

In 1866 the curriculum of the college was given new direction by the trustees' acceptance of "the munificent sum of \$100,000 from A. Pardee of Hazleton, Pa., to found a scientific course in the College."<sup>114</sup> Six years later (1872) the board considered a communication "from Mr. Benjamin Douglass—proposing a course of Classical Study to be composed exclusively of the Greek & Latin writings of

<sup>110</sup> Wilson College, Minutes of Trustees, I, August 3, 1883, pp. 315-16.

<sup>111</sup> Westminster College, Minutes of Trustees, Vol. C, June 12, 1893, p. 43.

<sup>112</sup> Lebanon Valley College, Minutes of Trustees, December 27, 1904, p. 2.

<sup>113</sup> Lafayette College, *Catalogue* (1852-53), 21-22.

<sup>114</sup> Lafayette College, Minutes of Trustees, II, March 28, 1866, pp. 163 ff.

Christian Authors,—and offering to contribute to the college funds \$100,000—if such course should be allowed to supersede the one now in use.” A committee was appointed “to confer with Mr. Douglass—in reference to a modification of his offer,—proposing to him—that the Board establish a parallel course of Christian Authors, elective with the old course.”<sup>115</sup> Although such a course was established, Mr. Douglass’ failure in 1877 to continue to meet the payments which he had promised, caused the trustees to resolve “That the Douglass Course in Christian Greek and Latin, established by the Board as a Department and designed to run parallel with the Classical Course, throughout the entire curriculum be abolished.”<sup>116</sup>

The curriculums of other institutions were similarly influenced by the contributions of private donors. Washington and Jefferson College agreed (1871) to institute a separate scientific course, for which “a diploma of the highest grade will be given,” as a result of “the munificent donation of Twenty-Thousand Dollars . . . tendered by Dr. F. J. Le Moyne.”<sup>117</sup> In 1881, the University of Pennsylvania established the Wharton School of Finance and Commerce because of a gift of \$100,000 from Joseph Wharton.<sup>118</sup> Haverford College, assured that it was not the intention of the donors to create a theological department, agreed to provide “for the regular study of the Bible . . . and Religious Teaching” on the basis of two separate contributions of \$63,000 in 1900, and \$50,000 in 1907.<sup>119</sup> A graduate school of education (1911) and a graduate school of social work (1915) were established by Bryn Mawr College as a result of bequests specifically designated for those purposes.<sup>120</sup>

As indicated in the case of Lafayette College, the orientation of an institution or its control could be changed or modified by the acceptance of contributions which are conditionally given. The success of the movement to amalgamate Washington and Jefferson colleges was no doubt due, in part, to the pledge of the Reverend C. C. Beatty of \$50,000 to the new, single institution which would emerge from their

<sup>115</sup> *Ibid.*, July 2, 1872, p. 263.

<sup>116</sup> *Ibid.*, January 31, June 26, November 7, 1877, pp. 344, 348, 359.

<sup>117</sup> Washington and Jefferson College, Minutes of Trustees, June 26, 1871, pp. 174-75.

<sup>118</sup> U.P., Minutes of Trustees, XI, March 1, 24, 1881, pp. 570-71, 576 ff.

<sup>119</sup> Haverford College, Minutes of Managers, VI, 10th Month 26, 1900, pp. 18 ff.; 11th Month 15, 1907, pp. 345-46.

<sup>120</sup> Bryn Mawr College, Minutes of Directors, I, 1st Month 20, 1911, pp. 384-86; *Catalogue* (1913), 152 ff.; (1915), 104 ff.

unification.<sup>121</sup> In 1875, the trustees of the Western University of Pennsylvania reluctantly agreed to receive the pledge of \$25,000 from the estate of Charles Avery "for the education and elevation of colored people of the United States and Canada, in strict conformity to the provisions of the last will and Testament of said decedent and at all times to give gratuitous instructions in the Collegiate and Scientific Departments to not less than twelve colored pupils, if so many duly qualified according to the rules for admission to this University shall apply. . . ." At the same time they made it clear that they would accept the gift "provided that no conditions more onerous to the University than those now connected with the proposed donation, be attached thereto."<sup>122</sup> An offer of \$50,000 from William Bucknell to the University at Lewisburg (1881) contingent, among other conditions, upon the placing of the university property "in the hands of a single Board of twenty members, chosen by the new subscribers, of whom fifteen shall constitute a quorum, and that this be the only Board of control," resulted in a revised fiscal policy and a change of the institution's name to Bucknell University.<sup>123</sup>

A clear example of the influence of large contributors in the determination of institutional policy may be observed in the experience of Grove City College. In donating four thousand shares of Sun Oil Company common stock (1935) to the college, the Pew family stipulated that "They would like to have the Board so arrange the acceptance of this gift that the government, either state or national, can never take over the college except by condemnation proceedings. . . . That, if the college or building is ever taken over by such proceedings, the then board of trustees will use the proceeds for some good cause for the benefit of the public."<sup>124</sup> Later, under the leadership of J. Howard Pew, who "impressed the value of keeping aloof from Government control and aid of any kind from the Government," the trustees resolved: "that we accept no subsidy from any Government, National, State or Local."<sup>125</sup>

<sup>121</sup> Washington and Jefferson College, Minutes of Trustees, April 12, 1865, pp. 13-14.

<sup>122</sup> Western University of Pennsylvania, Minutes of Trustees, November 29, 1875, p. 103.

<sup>123</sup> University at Lewisburg, Minutes of Trustees, II, April 21, 1881, pp. 479-80; Bucknell University, Minutes of Trustees, III, June 22, 1886, pp. 82-83.

<sup>124</sup> Grove City College, Minutes of Trustees, October 25, 1935, p. 211.

<sup>125</sup> *Ibid.*, December 10, 1935, p. 213.

The twentieth century has not witnessed a substantial amelioration of the financial plight under which higher education has long labored. Benjamin Fine reported (1953) that a study of 810 American colleges and universities revealed that approximately half of those dependent upon private contributions for support face serious difficulties. This is particularly true of the small liberal arts college. Paul S. Haven, president of Wilson College at Chambersburg, Pennsylvania, is quoted as saying: "All colleges face a serious financial problem but the small college faces the most serious problem of all. It is without frills and special programs that can be lopped off in an emergency." Loathe to accept federal aid because (in the words of Arthur M. Murray, president of St. Mary College, Xavier, Kansas) "The acceptance of Government aid means the end of freedom, more Godlessness and increased taxation," many college administrators are in agreement with the gloomy prediction made by J. Conrad Seegers, president of Muhlenberg College, Allentown, Pennsylvania, that "unless private colleges are assisted by industry many will have to close their doors."<sup>126</sup>

There is no evidence to warrant the assumption that federal aid will result in "more Godlessness" or that government subsidy will be more controlling than private giving. The elimination of the former as a possible source of income would appear to be needlessly narrowing the base upon which the financial health of higher education might rest.

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<sup>126</sup> *New York Times*, June 22, 1953, pp. 1, 12.



## CHAPTER XXVII

### *Student Life and Services*

#### 1. DISCIPLINE AND DEPORTMENT

So long as colleges have existed they have been confronted with the ubiquitous problem of curbing the overly exuberant or incorrigible student. Conceptions as to what constitutes acceptable behavior have varied at given moments in time and have been modified as the mores of society have changed. A student misdemeanor in the nineteenth century could well be looked upon in the twentieth as a sign of healthy adolescent growth. But institutions, by and large, appear to require the unruffled calm which generally accompanies conformity. They tend to discourage sharp expressions of difference, and they establish rules designed to produce preconceived notions of desirable conduct.

We have already noted the proscriptions against physical activity enacted by the trustees of the College and Academy of Philadelphia, in 1761.<sup>1</sup> These, however, were but a portion of the regulations adopted to assure correct student deportment. The rules further provided:

None shall . . . break down or injure the Fences of the College Yard, or the Doors, Windows or any Part of the Building, or any Seats or Furniture within the Same, or deface the Walls or any Part aforesaid, by Writing, cutting or painting on them. . . .

To prevent the indecent Noise which has heretofore been complained of in the several schools, no one in getting his Lesson shall be suffered so loud as to be heard by any Person near him; and whosoever offends against this Article shall be chastized.

From the first of April to the first of October, the Morning Bell for convening the several Schools shall begin to ring at Six; and from the first of October to the fifth of April it shall begin to ring at Eight; allowing one Quarter of an Hour for calling the Students & Scholars together from the several Parts of the City.

The Evening Bell shall begin throughout ye Year a little before Five.

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<sup>1</sup> *Supra*, 632.

And whereas Nothing tends more effectually to preserve Order in the Schools, to discourage Slothe & promote a manly Spirit of Industry than a punctual Attendance at the said Hours of Duty; every under-Graduate Student & Scholar, belonging to this Institution, shall, both Morning and Evening, while the Bell is yet tolling, repair decently to the Publick Hall or other convenient place, appointed for that Purpose, there to answer the calling of their Names as hereafter directed. . . .

After Prayers every Class shall sit down, until the daily Monitors be examined; and then the highest Schools, and Classes shall go out first, each according to their Order, and none shall presume to rise from his Seat till it be the turn of his Class to depart.

For each Violation of these Rules and Ordinances or any of them without a reasonable excuse the Offender shall be chastized, or incur a Pecuniary Mulct of two English half Pence.<sup>2</sup>

Each institution adopted regulations for the preservation of order and socially acceptable behavior.<sup>3</sup> Quite frequently students were required to sign statements promising to observe the laws of the college. Allegheny College, for example, exacted this pledge from each of its students:

We, whose names are subjoined, severally promise, that, while undergraduates of Allegheny College, we will obey the laws of this institution, refrain from all immoral and unbecoming speech and behaviour, treat with respect the Trustees and all other officers of the College, demean ourselves towards all our superiors, equals, and inferiors in a manner becoming the character of gentlemen and will pursue our studies with a regularity and diligence worthy of the approbation of our friends and instructors. In testimony of which, we have hereunto set our respective hands at the times of the annexed duties.<sup>4</sup>

<sup>2</sup> C.A.C., Minutes of Trustees, I, March 10, 1761, pp. 131 ff.

<sup>3</sup> Compare Dickinson College, Minutes of Trustees, I, June 3, 1789, p. 189; Jefferson College, Minutes of Trustees, I, October 28, 1802, pp. 36 ff.; Washington College, *Laws* (1806), 1 ff.; Allegheny College, Minutes of Trustees, I, July 4, 1817, pp. 10 ff.; Lafayette College, Minutes of Trustees, I, May 1, 1834, pp. 59 ff.; Pennsylvania College, Minutes of Trustees, I, September 26, 1832, pp. 4 ff.; Haverford College, Minutes of Managers, I, 10th Month 23, 1833; University at Lewisburg, Minutes of Trustees, I, August 21, 1851; Lebanon Valley College, *Catalogue* (1866), 14 ff.; Thiel College, Minutes of Trustees, I, December 27, 1871, pp. 25 ff.; Geneva College, *Catalogue* (1880-81), 25.

<sup>4</sup> Allegheny College, Minutes of Trustees, I, July 4, 1817, pp. 11-12. See also U.P., Minutes of Faculty, October 31, 1829; Haverford College, *Laws* (1856), 3.

In an effort to guard against repetitions of delinquencies already committed, or anticipated future infractions, the colleges of Pennsylvania often enacted voluminous rules embracing a great many possible misdemeanors. Although by no means complete in their coverage, the statutes of Dickinson College (1830) may be regarded as typical of those generally adopted.

Students were cautioned to "treat with entire respect on all occasions, the Principal, Professors, and Tutors, obeying implicitly all their lawful commands. . . ." The penalty of suspension, dismissal or expulsion was to be imposed upon any student found guilty of "profane cursing or swearing, of intoxication, of riot, of theft, of forgery, of fornication, of playing cards, dice, or any other games of chance, of visiting gambling and lewd houses, of fighting, striking, quarrelling . . . of turbulent words and behaviour, of wearing women's apparel, of fraud, lying, defamation," or any crime "for which an infamous punishment may be inflicted by the state." Severe disciplinary action awaited any student "who shall assault, wound or strike the Principal, a Professor or a Tutor, or shall maliciously or designedly break the windows or doors of their apartments or lecture rooms, or contumaciously resist their authority. . . ." Expulsion was to be the fate of any student who "shall fight, or propose to fight, a duel, or be in any wise concerned in promoting or abetting a duel, or in the giving or accepting of a challenge. . . ." Suspension or dismissal awaited any student who absented himself "from any recitations of his class without sufficient reason," who visited "a tavern, house of entertainment, or eating house," or who brought into his room or had in his possession "any intoxicating liquor." Students were prohibited, upon pain of dismissal, from keeping for their "use or pleasure any riding beast, dog, gun, fire arms or ammunition, sword-dirk, sword-cane, or any deadly weapon whatever," for attending "a ball, private dancing party, theatrical exhibition, dancing school, or any place or resort for purposes of amusement that shall be prohibited by the Faculty." They were held accountable during vacations away from college "for all vicious, scandalous and immoral conduct, in the same manner as during the sessions of College." Each student was responsible to "preserve not only his own room, but as far as possible every part of the building from all dirt and filth," and was

cautioned against throwing "out of his window, or against the sides of the building, any filth of any description." Finally, each student was prohibited from bringing any woman to the campus or the college building, or from "holding any intercourse . . . with persons of publicly bad character."<sup>5</sup>

Whatever Dickinson College may have overlooked was incorporated in the regulations of other institutions. There were prohibitions against participation in politics and political celebrations.<sup>6</sup> There were injunctions against smoking.<sup>7</sup> Coeducational institutions enacted rules banning or regulating the commingling of the sexes.<sup>8</sup> The dress of students was a matter of concern in some colleges.<sup>9</sup> Even student mail was censored in a few institutions.<sup>10</sup>

Scarcely a facet of life was left untouched by regulations. As problems arose, rules were multiplied and the student's area of movement circumscribed. Swarthmore College, for example, published one hundred regulations in 1883, governing the student in his studies, his social relations, and his deportment generally.<sup>11</sup> From the pyramiding of laws in this and other institutions, it would appear that college administrators, particularly in the nineteenth century, concluded that the frequency of student derelictions would be inversely proportional to the number of laws enacted to regulate their behavior. There is, however, no evidence that this was so. The ebullient spirit of youth

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<sup>5</sup> Dickinson College, *Statutes* (April 16, 1830), 21-24.

<sup>6</sup> Pennsylvania College, *Minutes of Trustees*, I, September 18, 1833, p. 11; September 20, 1837, p. 48.

<sup>7</sup> Geneva College, *Catalogue* (1897-98), 35; Juniata College, *Catalogue* (1919-20), 20.

<sup>8</sup> Compare Waynesburg College, *Minutes of Trustees*, March 27, 1854; Westminster College, *Minutes of Trustees*, I, March 28, 1854, pp. 28-29; Lebanon Valley College, *Catalogue* (1867-68), 32; Agricultural College of Pennsylvania, *Catalogue* (1871), 30; Bucknell University, *Minutes of Trustees*, III, June 26, 1888, p. 118.

<sup>9</sup> Compare Haverford College, *Minutes of Managers*, III, 11th Month 6, 1857, pp. 7-8; 2nd Month 5, 1858, pp. 11-14; Swarthmore College, *Catalogue* (1869-70), 43; Wilson College, *Catalogue* (1875-76), 20.

<sup>10</sup> Compare Thiel College, *Minutes of Trustees*, I, August 26, 1890, p. 274; St. Francis College, *Catalogue* (1891-92), 5-6; St. Vincent College, *Catalogue* (1903-1904), 13.

<sup>11</sup> *Laws of Swarthmore College Relating to Students* (Philadelphia, 1883), 1-20, in Library, Swarthmore College.



may have been tempered, but it was certainly not suppressed by the myriad rules which surrounded it.

Alexander Graydon informs us that as an eighteenth century student of the College of Philadelphia he was forced to engage in a pugilistic encounter, despite his aversion for it, "in order to establish my claim to the honor of being an academy boy."<sup>12</sup> Fights of a more serious nature occurred on occasion. The trustees of Dickinson College reluctantly expelled a student for duelling in 1812, and considered it "but an act of justice to the accused to declare, that his conduct in every other instance has been such as to merit their approbation, and must express their regret, that this sentence should be passed on a young man whose character has been so fair, and conduct so exemplary." Three years later, they felt no such compunction in expelling three absconding students who were involved in a duel where a fourth was killed.<sup>13</sup> In 1906 the faculty of Lincoln University ordered the complete disarming of students after incidents of shooting and stabbing had occurred, and obtained two baskets full of revolvers, knives, razors, stilettos, and other deadly weapons.<sup>14</sup>

Major crimes against the person, however, were rare. Student infractions, as a rule, were much less violent. Yet, hardly a statute enacted for their government did not suffer for want of observance. At Washington College (1816) the trustees learned "with much regret that some Tavern Keepers of this place are so far lost to a sense of both duty and interest as to permit some of the Students to behave with great impropriety in their Houses."<sup>15</sup> The faculty of Dickinson College in 1828 "Resolved, that those students who were detected violating College orders on the last evening of the last session, by being at taverns & eating houses without leave & by making a riotous noise in the streets, be suspended till Friday evening next, when they are to be admonished."<sup>16</sup> Students were disciplined for leaving the campus without permission,<sup>17</sup> for attending theatrical performances

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<sup>12</sup> Alexander Graydon, *Memoirs of a Life, Chiefly Passed in Pennsylvania Within the Last Sixty Years* (Harrisburg, 1811), 17 ff.

<sup>13</sup> Dickinson College, Minutes of Trustees, II, February 22, 1812, p. 35; December 18, 1815, pp. 91-92.

<sup>14</sup> Philadelphia Press, December 13, 1906.

<sup>15</sup> Washington College, Minutes of Trustees, December 2, 1816.

<sup>16</sup> Dickinson College, Minutes of Faculty, May 14, 1828, p. 66.

<sup>17</sup> Marshall College, Minutes of Faculty, I, June 19, 1837; Wilson College, Minutes of Faculty, May 25, 1897, p. e.

and circuses,<sup>18</sup> for using profane language,<sup>19</sup> for smoking,<sup>20</sup> for intoxication,<sup>21</sup> and for dancing.<sup>22</sup>

At times students rebelled against performing their assigned studies and against the discipline and authority of college professors and administrators. In 1813 the faculty of Dickinson College reported

Finding among the Students of the junior class, a combination to resist the performance of certain exercises in the greek [*sic*] language directed by Professor Shaw—that several of them had deliberately and in an improper manner quitted the Lecture room of Mr. Shaw, without leave, and in a body—and that they, with other students of the junior class, had entered into a written engagement to oppose those exercises, and to share the punishment that might be inflicted on them for this instance of disobedience and refractory conduct—they were called before the Faculty last week and interrogated upon the subject, when they presented a paper containing their engagement with each other to the purpose above mentioned.<sup>23</sup>

Nor was this an isolated instance. In 1839 the faculty complained that the students had “resolved not to attend to any College exercise, until the Faculty restored two of their Members whom they had occasion to dismiss.”<sup>24</sup> Again the president informed the trustees (1853) that

In December last a tendency to combination suddenly developed itself by the refusal of the Sophomore and Freshman classes to perform certain requisitions of the Faculty. . . . Although the government of the College was sustained and the spirit of rebellion promptly suppressed, it brought to light the fact that

<sup>18</sup> Pennsylvania College, Minutes of Faculty, I, March, 1834; June 20, 1840; Haverford College, Minutes of Faculty, I, 11th Month 2, 1861, p. 257.

<sup>19</sup> Jefferson College, Minutes of Faculty, March 2, 1833; Pennsylvania College, Minutes of Faculty, I, January 7, 1835.

<sup>20</sup> Villanova College, Jug Book, February 15, 1856, p. 1, in Monastery Archives, Villanova University; Swarthmore College, Minutes of Faculty, 4th Month 16, 1877, p. 7.

<sup>21</sup> Dickinson College, Minutes of Faculty, September 27, 1841, pp. 44-45; Haverford College, Minutes of Faculty, I, 2nd Month 12, 1839, p. 45; Pennsylvania College, Minutes of Faculty, II, February 3, 1843; Marshall College, Minutes of Faculty, II, May 30, 1848; Middleton, Journal, II, 19, entry of October 1, 1894, Monastery Archives, Villanova University.

<sup>22</sup> Pennsylvania College, Minutes of Faculty, I, December 9, 1833; Dickinson College, Minutes of Faculty, February 22, 1842, p. 51.

<sup>23</sup> *Ibid.*, July 27, 1813.

<sup>24</sup> Dickinson College, Minutes of Trustees, III, July 11, 1839, pp. 320-21.

among the students a spirit of loyalty to the classes is deemed of higher obligation than loyalty to the Faculty and Laws.<sup>25</sup>

Other colleges had their troubles with incorrigible students. The faculty of Lafayette College (1838) were compelled to expel "William Cox from the College for disorderly & improper conduct and for an assault & battery committed on the President."<sup>26</sup> A professor at Westminster College in 1854 complained that the students had burned him in effigy.<sup>27</sup> Members of the senior class of Allegheny College (1857) "refused to comply with the regulations of the Faculty, preparatory to the Commencement."<sup>28</sup> The faculty of the Missionary Institute (Susquehanna University) reported (1860), "that in April last the Students rebelled in Consequence of the appointment of the Tutors of the Primary Department to visit the Students in their rooms every Evening."<sup>29</sup> Unfortunate experiences at previous commencements led the trustees of Muhlenberg College to resolve (1871), "That any member of a graduating class who shall deliver another speech, than the one handed in to, and approved by the Faculty; or one into which objectionable matter is subsequently introduced, be refused graduation."<sup>30</sup>

On occasion the students vented their spleen directly on the authors of the disciplines they studied. At Washington and Jefferson College it was customary for an entire class to conduct a mock trial of the Greek poet Pindar, and to hang him in effigy. Formal programs were frequently printed and elaborate ceremonies devised for the occasion. In such a manner did the class of 1868 wreak retribution upon the soul of the departed poet, closing their exercises with an ironic hymn:

While the Soul of the Departed is crossing the (Sticks) Styx  
the following requiem will be howled:

How has passed the gloomy winter?  
How has passed the reign of Pindar?  
While around us smiles the Spring  
Pindar's death song here we sing . . . .  
Though thou mind'st us suffer sadly,  
Still we would not quit thee gladly,  
Nor with prejudicial mind  
Hide thy worth with words unkind

<sup>25</sup> *Ibid.*, IV, July 13, 1853, pp. 234-35.

<sup>26</sup> Lafayette College, Minutes of Trustees, I, September 18, 1838, p. 83.

<sup>27</sup> Westminster College, Minutes of Trustees, I, December 26, 1854, pp. 41-42.

<sup>28</sup> Allegheny College, Minutes of Trustees, II, April 29, 1857, pp. 279-80.

<sup>29</sup> Missionary Institute, Minutes of Managers, I, June 27, 1860, p. 68.

<sup>30</sup> Muhlenberg College, Minutes of Trustees, I, June 28, 1871, p. 247.

We appreciate thy beauty  
 And thy stern commands to duty.  
 Thy words deep laden wisdom bear,  
 But few there are who see it there.  
 But there it is, as he'll discover,  
 Who's of poetry a lover,  
 Though figures oft thy page obscure  
 Thy meaning's grand and thoughts are pure . . .  
 In the reign of the shadows,  
 In the broad Elysian meadows,  
 In the land beyond the grave,  
 Pindar meets his heroes brave.<sup>31</sup>

In like manner the students of Haverford College cremated Paley and Wentworth.<sup>32</sup> The fair sex, plagued more by the intricacies of mathematics than by the obscurities of the ancient languages, projected their woes on the demon "Trig." A student publication at Wilson College (1888) described the exercises in connection with the cremation of Trigonometry:

Clad in garbs of deepest mourning, each having a torch, his devoted disciples carried the remains to the spot where the funeral pile had been erected. The class formed a semi-circle around the body, and the exercises were begun with the following songs:

(Tune: Oh, My Darling Clementine.)  
 Fare thee well, thou grim old tyrant,  
 We would bid a last adieu.  
 Thou hast made us toil and labor  
 Hard and long for answer true.  
 Cho.—Oh, my darling, Oh, my darling,  
 Oh, my darling, dear old Trig.  
 We are done with thee forever,  
 Never more o'er thee we'll dig.  
 To our rooms thou has pursued us,  
 We have found our trials sore,  
 But thou never shall deceive us,  
 As thou hast in days of yore.<sup>33</sup>

Not only were college administrators and unsuspecting authors the victims of nonconforming youth, but the lowly freshmen were frequently forced to suffer indignities at the hands of their more sophisticated elder classmen. Hazing was a perennial problem. In 1869 the superintendent of Haverford College reported:

<sup>31</sup> Execution of Pindar, Conducted by the Class of '68, Historical Collections, Washington and Jefferson College.

<sup>32</sup> Ye Funeral Rites and Burial of Ye Mighte Paley, by Ye Classe of '80 (6th Month 24, 1878); Cremation of Wentworth by the Class of '86 (June 23, 1884). Both are in Library, Haverford College.

<sup>33</sup> Wilson College, *Phaethra*, I (February, 1888), 12 ff., in Library, Wilson College.



I have had the evil called "rushing Freshmen" under care even more than before. I find the practice, still unprecedentedly persisted in, is confined mainly to four in the Sophomore class, who also have been ringleaders in certain other outrages, and from whom the whole college is catching an infection which I fear will prove disastrous unless now removed in the removal of those four, three of whom particularly deserve it.<sup>34</sup>

The board of curators at the University at Lewisburg (1879) recommended that the "Trustees and the Faculty . . . take all needful steps to prevent the barbarity known as 'hazing' and that this Board will sustain the Faculty in any step needful to secure this result."<sup>35</sup> At Muhlenberg College (1886) the faculty resolved that "Whereas, the custom of initiating new students, heretofore practised in this institution is productive of disorder, and may result in bodily injury to the participants . . . that hereafter . . . hazing in every form including the so-called 'initiations' . . . be absolutely forbidden."<sup>36</sup> Other colleges enacted similar prohibitions.<sup>37</sup>

Eventually, the students themselves came to frown upon the practice. The faculty of Bryn Mawr College was informed by the president (1898) "that the Self-Government association had suspended" a student "for one month for hazing."<sup>38</sup> In 1899 the board of trustees of Pennsylvania State College

Resolved, 1. That the action of the students . . . in abolishing from the institution, now and for the future, the practice of hazing, is deemed by the Board of Trustees an event of such importance to the welfare of the College and the indication of such a prevailing spirit of manliness and loyalty as to deserve special recognition and approval. 2. That the foregoing resolution be entered on the Minutes of the Board and communicated to the Faculty and students, by the President of the College.<sup>39</sup>

At Pennsylvania College (Gettysburg College) the student body (1913) "decided by an enthusiastic and nearly unanimous vote to abolish hazing in all its forms." The faculty was "most gratified by this

<sup>34</sup> Haverford College, Minutes of Managers, III, 10th Month 11, 1869.

<sup>35</sup> University at Lewisburg, Minutes of Trustees, II, June 24, 1879, pp. 456-57.

<sup>36</sup> Muhlenberg College, Minutes of Faculty, IV, December 1, 1886, p. 40.

<sup>37</sup> Compare Swarthmore College, Minutes of Faculty, 6th Month 11, 1894, pp. 270-71; Susquehanna University, Minutes of Directors, II, June 16, 1903, p. 230; Lafayette College, Minutes of Trustees, III, May 2, 1912, p. 585.

<sup>38</sup> Bryn Mawr College, Minutes of Faculty, I, December 14, 1898, p. 217.

<sup>39</sup> Pennsylvania State College, Minutes of Trustees, II, January 26, 1899, p. 112.

action," which they "confidently believe[d] to be one of the greatest steps forward ever taken at this institution."<sup>40</sup>

Thus, there were both infractions of the rules and attempts at correcting the fractious. The latter, particularly with the advent of self-government, was partially undertaken by the students themselves, in the last decade of the nineteenth and the beginning of the twentieth century.<sup>41</sup> But more frequently, students were punished by those responsible for the government of higher education. The severity of the disciplining presumably varied with the nature of the crime committed—the ultimate penalty, expulsion, being reserved for the most heinous offence. Perhaps some idea may be obtained of the measures taken to suppress the infinite variety of peccadilloes and more serious delinquencies of which students are capable, from a sampling of the experiences of the colleges in the nineteenth and twentieth centuries.

At Jefferson College in 1832 a student was dismissed from the institution for "speaking scoffingly of religious exercises."<sup>42</sup> Two students "were affectionately admonished" (1832) by the faculty of Pennsylvania College (Gettysburg College) for "some impropriety of conduct"; and one was dismissed in 1844 for burning the college privy.<sup>43</sup> A sophomore at Marshall College (1843) was fined one dollar for "throwing a pail of filth down stairs."<sup>44</sup> Two students were expelled from Franklin and Marshall College (1862): one "for insulting the Board of Trustees in his Valedictory Address, and inciting disgraceful & riotous conduct which broke up the Commencement Exercises"; the other "for being most prominent in aiding & abetting the disorder."<sup>45</sup>

Villanova College employed a most unusual form of punishment. Students were "jugged" or imprisoned in 1856 "for smoking in the Shoemaker Shop," "for want of punctuality in attending washing in

<sup>40</sup> Pennsylvania College, Minutes of Faculty, November 6, 1913, p. 416.

<sup>41</sup> Compare Bryn Mawr College, Minutes of Trustees, II, 1st Month 8, 1892, p. 91; 2nd Month 12, 1892, pp. 95 ff.; Swarthmore College, Minutes of Faculty, 2nd Month 7, 1898, p. 362; 3rd Month 14, 1898, p. 366; Wilson College, Minutes of Faculty, October 12, 1904, pp. 84a-85a; Washington and Jefferson College, *Catalogue* (1908-1909), 8; Lebanon Valley College, Minutes of Trustees, June 6, 1911, p. 40; Thiel College, Minutes of Trustees, II, June 15, 1911, p. 280; June 16, 1915, p. 369; Haverford College, Minutes of Managers, VIII, 5th Month 21, 1915, p. 31; 9th Month 17, 1915, p. 33; Grove City College, Minutes of Faculty, February 11, 1919, p. 321.

<sup>42</sup> Jefferson College, Minutes of Faculty, June 15, 1832.

<sup>43</sup> Pennsylvania College, Minutes of Faculty, I, December 28, 1832; II, April 15, 1844.

<sup>44</sup> Marshall College, Minutes of Faculty, II, February 13, 1843.

<sup>45</sup> Franklin and Marshall College, Minutes of Trustees, I, July 28, 1862, p. 216.

the morning," "for neglecting to study their catechism & prayer," "for disrespect to his prefect." A similar punishment was meted out to one unfortunate "for sneaking out of bounds & larceny of some half dozen rotten eggs to the sore trouble of a poor hen." Two students were "Caught dealing in an article contraband of War—Captured by an enemy's Ship of the line, properly confiscated and the delinquents imprisoned for two days on fever diet—bread & water."<sup>46</sup>

Less drastic measures were taken by Swarthmore College (1880) in chastizing four students who "had been engaged in an attempt to cut off the water supply of the College to increase the length of the coming holidays." They were placed on special probation and required to "remain in their seats on all holidays until the coming vacation on the 12th month. . . ."<sup>47</sup> In 1898 the Western University of Pennsylvania (University of Pittsburgh) obtained from "the undergraduates of the College and Engineering and Medical Departments . . . a . . . suitable expression of regret for the unseemly interruption to the address of President Raymond, of the University of West Virginia, which took place at the Commencement of the Department of Dentistry on April 1st."<sup>48</sup> The faculty of Wilson College (1912) attempted to cure students of the habit of cutting classes by requiring them to make up their work with written lessons, for which privilege they were asked to pay the sum of two dollars.<sup>49</sup> As late as 1923, Swarthmore College suspended three young women of the senior class for one year because of their "violation of the rule concerning smoking."<sup>50</sup>

## 2. STUDENT SOCIAL LIFE AND ACTIVITIES

**Social Life.** Since most activities were prohibited by college regulations, diversions were few and, as we have seen, frequently clandestine in nature. It was not unusual for authorities to deny requests for the holding of social functions which promised to be both chaperoned and decorous. The trustees of Dickinson College (1838), upon receiving a communication "from Students of College . . . for permission to give a suitable festivity in honor of the annual Orator before the College Societies . . . Resolved, That in the opinion of this Board it is not expedient that the prayer of the Petitioners should be

<sup>46</sup> Villanova College, Jug Book, February 15, April 23, May 27, 1856, pp. 1, 20, 33, Monastery Archives, Villanova University.

<sup>47</sup> Swarthmore College, Minutes of Faculty, 12th Month 1, 1880, p. 83.

<sup>48</sup> Western University of Pennsylvania, Minutes of Trustees, June 6, 1898, p. 18.

<sup>49</sup> Wilson College, Minutes of Faculty, February 26, 1912, p. 41.

<sup>50</sup> Swarthmore College, Minutes of Faculty, February 5, 1923, p. 32.

granted."<sup>51</sup> Wilson College (1888) refused the offer of the Dickinson College Glee Club "to give a concert for the Entertainment of the College."<sup>52</sup> In 1889 the junior class of Lafayette College was denied "the use of the Gymnasium for the Junior Hop, or Ball, to be held on the evening of March 5."<sup>53</sup> It was not until 1919 that a committee of trustees of Allegheny College felt "that dancing under proper regulations and under supervision of the faculty should be permitted, and that the Board of Trustees pass this as a resolution." At the same time they resolved "that permission for dates for parties for dancing should be arranged for with the faculty . . . and should be limited to fraternity houses or gymnasium or other halls selected by the faculty. That the students should not be permitted to go to dances in the city or outside cities during college periods without special permit of the faculty."<sup>54</sup>

It was small wonder, then, that students complained of the dullness of college life, or blamed their frustrations on the seemingly callous adults. Reminiscing about her college days of 1857, an alumna of Beaver College declared:

Few and far between were the amusements that were allowed to distract our minds from books in these school days of long ago. Saturdays were hailed with delight. Then our walks were sometimes extended to the next village, but oftener we went along Main street on to the Minis grove, then round to the river bank, where, safe from criticism, we sometimes indulged in a game of blind-man-buff, or hindmost of three, and returning along by-ways, past the old jail, or crumbling academy, stray cows were often encountered where are now the parks. Sometimes, eluding the vigilance of the "advance guard" of teachers, we cast side glances at the young gentlemen upon the corners, or exchanged shy greetings with some future Judge or fair-haired Professor.

Occasionally we were invited to spend an evening in the Music Room, when Prof. Leonhart improvised rare concerts, accompanying our one piano with his violin. When things grew desperate, we criticised the teachers, or abused the boarding, in regular school girl fashion, and everything else failing, kept ourselves up on hard study and the stimulous [*sic*] of coming examinations.<sup>55</sup>

<sup>51</sup> Dickinson College, Minutes of Trustees, III, July 19, 1838, p. 317.

<sup>52</sup> Wilson College, Minutes of Trustees, I, February 23, 1888, p. 382.

<sup>53</sup> Lafayette College, Minutes of Trustees, III, February 14, 1889, p. 139.

<sup>54</sup> Allegheny College, Minutes of Trustees, June 3, 1919, pp. 94-95.

<sup>55</sup> Lizzie Rutan, "First Quinquennium," in Beaver College, *Exercises of the Quarter-Centennial* (June 17, 1880), in Library, Beaver College.



An anonymous student newspaper (1857) bitterly attacked the village and citizens of Canonsburg, where Jefferson College was once located. In an article entitled "Canonsburg Unmasked," the unhappy student charged:

Thy streets are the theatre whereon man meets man and there is no recognition; where citizen meets student, not as friend meets friend, but as foe meets foe. Scandal and slander are thy instruments of power, which open ears greedily gather, and ready tongues exultingly convey to the head of the *Pentetarchy*. The harmless pleasures and jovial frolics of students, which thy hypocritical pretensions pollute with the name of depravity, are to thee most galling eyesores.<sup>56</sup>

At Haverford College in 1859 James Tyson recorded in his diary:

The monotony of a college life renders it an unsuitable place for keeping a daily journal. The routine of daily study affords no subject for comment, and the student is confined almost wholly to remarks on the weather, which besides being in many respects an uninteresting subject is also an uninformative theme. I was glad that the snow would permit me to take the daily amount of exercise by walking.<sup>57</sup>

But college life in the nineteenth century, though not so free and varied as at present, was not entirely devoid of planned diversion. The dull care of which Tyson complained was relieved by boating excursions on the Schuylkill River, by the introduction of a new game called "Hares & Hounds," by the organization of a singing club called "Krambambule," and by the entertainment of students with a costumed minstrel show.<sup>58</sup> At Muhlenberg College (1867) the faculty "resolved to suspend recitations on Thursday Sept. 26<sup>th</sup> to afford the students an opportunity to attend the agricultural fair to be held in this city."<sup>59</sup> The senior class of Pennsylvania College (1877) was handsomely entertained by a professor and his wife. "The generous preparations and kindly attentions on the part of the Professor and his wife, together with an equal number of ladies, made the occasion highly enjoyable to the boys of '77."<sup>60</sup>

In 1878 the students of Washington and Jefferson College renewed the custom of celebrating "Washington's birthday by a parade *en*

<sup>56</sup> Jefferson Guillotine (August 5, 1857), Historical Collections, Washington and Jefferson College.

<sup>57</sup> Diary of James Tyson, entry of January 5, 1859, Library, Haverford College.

<sup>58</sup> *Ibid.*, entries of April 19, June 25, July 11, 1859; April 1, 28, May 1, 18, 1860.

<sup>59</sup> Muhlenberg College, Minutes of Faculty, I, September 16, 1867.

<sup>60</sup> *Pennsylvania College Monthly*, I (March, 1877), 62, Library, Gettysburg College.

*masque.*" According to an account of the affair, "The order in the ranks was excellent and nothing occurred during the day to reflect discredit upon the participants, or to mar the general enjoyment of the occasion."<sup>61</sup> Even dances were permitted by a few institutions. At a hop given by the students of Lehigh University (1881), which lasted until two o'clock in the morning, "all went merry as a marriage bell"; despite an editorial protest, expressed in the following jingle, that the expenses for the dance should have come from the athletic dues, rather than from a tax on the participating students:

TO A MONOGRAM BANGLE

May Cupid speed thee, little coin,  
 To tell my lady fair  
 That I'd give a score like thy own bright self  
 For a lock of her golden hair.  
 But now that thou art with me,  
 I think as I hold thee here:  
 'Thou could'st knock the spots from my last wash-bill,  
 And leave a small margin for beer."<sup>62</sup>

As the nineteenth century progressed, student social affairs became more numerous. The girls of Wilson College (1887) conducted a "straw-ride" which was "enlivened by song, laughter, and the music of guitar and banjo, not to speak of the oft repeated note of the tin horn."<sup>63</sup> The enlightenment of the last decade of the nineteenth century was joyously welcomed by the fair sex of Lebanon Valley College (1892) when they were permitted to "repay the many courtesies of the gentlemen." This memorable occasion was glowingly reported in the student publication:

The ladies of Lebanon Valley College availed themselves of this privilege on Wednesday evening, January 20. On the morning of that same day each gentleman boarding in the hall was confronted by a fair damsel, who acquainted him with the startling intelligence that the ladies boarding in the hall were going to have a sleighing party, and asked him to join the number. After some explanation that it was a sleighing party and not a slang party, as was at first understood by some of the gentlemen, the invitation was accepted by all. Directly after supper all were arranged in two sleighs, and a jollier crowd never left the town of Annville. After much cheering, and after the college "yell" had been given several times, the party was

<sup>61</sup> *Washington Jeffersonian*, I (February, 1878), 31, Historical Collections, Washington and Jefferson College.

<sup>62</sup> Lehigh University, *Burr*, I (October, 1881), 3, 10, Library, Lehigh University.

<sup>63</sup> Wilson College, *Phaethra*, I (November, 1887), 6.

out of sight of college, faculty, and everything that would tend to draw their thoughts to studies and work. Within a short time the party reached Lebanon, where they spent a short time, then returned to Annville. Part of the time was spent in singing, and the remainder in having a general good time. On their arrival at Annville the gentlemen gave three cheers for the ladies, which was duly appreciated by them. They parted with merry good-nights, all feeling that the evening had been pleasantly spent. We are glad to say no one even contracted a cold, but we suppose it was due to the precaution taken by some of the number.<sup>64</sup>

And then, of course, there was the inevitable romance. Perhaps with more sentiment than poetry, "Acta Columbiana" of Geneva College tenderly describes the course of budding love whose fire was kindled by timely aid in an examination:

#### AN IDYL OF CO-EDUCATION

. . . Jones in the corner is working hard;  
 But he's found five problems that are not down  
 On his endless scroll or his little card.  
 He's pumped the Professor with all his might,  
 But that Prof. is drier than kiln baked bricks.  
 So Jones retired to his corner seat,  
 Muttering, 'By gad! a deuced fix.'  
 But tenderly gaze two lovely eyes,  
 On the evident kink in Jones' luck;  
 And a tender spirit is wrung with grief  
 By the way in which Jones' brow stays 'stuck.' . . .  
 . . . this maiden has taken her locket off;  
 She gently drops it from fingers small,  
 While the hem of her garment's graceful sweep  
 Deadens the sound of the golden fall.  
 Now Jones, with hope in his eager eye,  
 Anxiously watches this yellow sphere  
 As gently propelled by a tiny foot  
 Over the floor it is drawing near.  
 He holds it safe in his trembling hand;  
 He opens it stealthily, and he finds—  
 Tiny Cribs in a tiny hand?  
 Tiny cribs of assorted kinds?  
 No, fair reader, he sees within  
 Something quite different from a crib,  
 Something that causes his heart to beat  
 Loudly on each resounding rib.  
 Well not only did Jones get safely through  
 The reward of the grind was his: that's max.  
 Some prosaic mortal will now inquire,  
 'How did this happen? What's the facts?'

<sup>64</sup> Lebanon Valley College, *College Forum*, V (February, 1892), 10-11, Library, Lebanon Valley College.

Spirit of poesy, can't we have  
 A zephyr of romance, sweet and pure  
 Without the odor of musty facts,  
 And the murderous question, 'Are you sure?'  
 It happened my stupid friends; and none,  
 Prof. or student can tell you more,  
 Except that it wouldn't have happened but  
 For the golden locket upon the floor.<sup>65</sup>

**Literary Societies.** College life, however, centered not about these infrequent though oft sought interludes, but in the organized student societies and clubs. The most widespread and the most influential of these were the literary societies. So far as the records reveal, every Pennsylvania college or university founded before 1875 had organized at least one literary society.<sup>66</sup> Indeed, many made their appearance while the colleges were still in their infancy.<sup>67</sup>

Intellectual and moral enlightenment were the primary purposes of these societies. "We . . . earnestly . . . [desire] to improve ourselves in some of the most important parts of Science," stated the constitution of the Belles Lettres Society of Dickinson College in 1786.<sup>68</sup> The constitution of the Franklin Literary Society of Jefferson College (1837) declared its object to be the promotion of "Literature, Friendship and Morality."<sup>69</sup> Embodying in more comprehensive terms the objectives of literary societies generally, the Diagnothian Literary Society of Marshall College stated:

Its chief aim is to secure to the members their advancement in thorough knowledge, their improvement in composing and speaking, and the cultivation of friendship and morality. The character of the constitution harmonizes perfectly with the design of a complete academic course of study; thus, when such a spirit is fully realized in the members, an association of this kind assists materially in developing and refining the faculties of the mind. . . .<sup>70</sup>

<sup>65</sup> Geneva College, *College Cabinet*, I (February, 1879), 77, Library, Geneva College.

<sup>66</sup> St. Vincent College called its organization, established in 1861, a debating society. *Catalogue* (1870-71), 14.

<sup>67</sup> Compare Dickinson College, Minutes of Belles Lettres Society, I (1786), 6 ff., Archives, Dickinson College; Jefferson College, Minutes of Philo Literary Society, I (1797), Historical Collections, Washington and Jefferson College; Washington College, *Catalogue*, *Union Literary Society* (1809-1851), 3 ff., Historical Collections, Washington and Jefferson College; Marshall College, *Catalogue*, *Diagnothian Literary Society* (1835-1841), 19 ff., Library, Franklin and Marshall College.

<sup>68</sup> Dickinson College, Minutes of Belles Lettres Society, II, May 20, 1786, pp. 3-4.

<sup>69</sup> Franklin Literary Society, Constitution (1837), 1, Historical Collections, Washington and Jefferson College.

<sup>70</sup> *Catalogue*, *Diagnothian Literary Society* (1835-1841), 19-20.



In order to accomplish these aims, the constitution of the Philo Literary Society of Jefferson College (1808) decreed: "The exercises of the Society shall be Composition, speaking, orations, speaking extempore, reading and spelling and debating."<sup>71</sup> The delivering of formal orations and debating were, in fact, the primary means of expression. Debates were conducted between members of the same society and between representatives of opposing societies. Questions of moment were seriously argued. In 1786, the Belles Lettres Society of Dickinson College disputed "Whether it is lawful for Americans to inslave [*sic*] for life, those who have never forfeited their Lives or Liberties to the States." The question was decided in the negative. Two years later the majority vote was cast for the affirmative side of the question, "Is it the design of nature that Woman should be entirely excluded from civil & ecclesiastical preferments."<sup>72</sup> The membership of the Franklin Society of Jefferson College (1837) considered such questions as: "Would a national University be beneficial"; "Should religious tests be required of civil officers"; "Is love an involuntary passion"; "Would it be just for Legislatures of slave states to enact laws liberating the slaves without compensating the owners"; "Is man possessed of instinct"; "Would a community of property be more conducive to the happiness of a people than the present system"; "Should the Pres. be elected immediately by the people"; "Do labor saving machines ameliorate the condition of mankind"; and "Should the possession of land be limited by law."<sup>73</sup>

At first, literary societies were relatively autonomous and free of administrative control or direction. The trustees of Jefferson College, for example, declared (1822) that they had "hitherto . . . passed no laws respecting them"; consequently, "should these societies at any time violate their own laws and regulations to the aggrivance of any member or members, said member or members have a right of appeal to the Faculty; and that the Faculty shall be governed in their investigation of such appeals by the laws and regulations of said societies. . . ." Five years later (1827), loathe to interfere in the difficulties which arose between the Franklin and Philo societies, the board again reiterated its former position by stating: "that inasmuch as this Board

<sup>71</sup> Constitution, Philo Literary Society, July 23, 1808, p. 3, Historical Collections, Washington and Jefferson College.

<sup>72</sup> Dickinson College, Minutes of Belles Lettres Society, I, August 12, 1786, p. 9; November 22, 1788, p. 54.

<sup>73</sup> Jefferson College, Franklin Society, Constitution and Records (1837), 40 ff., Historical Collections, Washington and Jefferson College.

never have, by an official act made any rule, or provision, for a decision in the contest of the two literary societies . . . so they deem it expedient at present to decline the same; and they recommend it to them to come to a mutual agreement that no formal decision of this kind be hereafter made."<sup>74</sup> Similarly, the trustees of Pennsylvania College (1835) resolved "That no action be taken upon the subject of the alleged difficulties between the two literary societies in College."<sup>75</sup>

But this condition of freedom from restraint did not persist, despite the efforts of certain of the societies to maintain hegemony over their affairs. The Franklin Literary Society of Lafayette College (1834) objected in vain to the rules adopted by the trustees for their government.<sup>76</sup> At Jefferson College (1836) the board was finally constrained to intervene in the controversy between the Franklin and Philo societies by decreeing "that there shall be no Judges appointed by the . . . Societies of this Institution, nor shall there be any formal decision given at the annual contest in the Spring. . . ."<sup>77</sup> The trustees of Washington College (1840) maintained

That the Faculty have the undoubted right under the laws of the college to fix the times at which the stated meetings of the Lity [*sic*] Societies attached to the College shall be held—Resolved, That the attitude assumed by the members of the Union Lit Society in adjourning *sine die* and in expressing on the face of their memorial a determination never to meet again till they can hold their meetings at times to be selected by themselves, the Board w<sup>d</sup>. in their opinion be compromising [*sic*] the Authority of the Faculty and of the laws by granting their request or even considering their memorial so long as that attitude is maintained.<sup>78</sup>

Later (1867), the laws of the combined college of Washington and Jefferson contained an entire chapter of regulations concerning the literary societies.<sup>79</sup>

As the nineteenth century progressed, the supervision of literary societies by faculties and trustees became more pronounced. The students of Allegheny College (1851) protested in "disrespectful . . .

<sup>74</sup> Jefferson College, Minutes of Trustees, I, September 24, 1822, p. 104; January 9, 1827, p. 113.

<sup>75</sup> Pennsylvania College, Minutes of Trustees, I, April 23, 1835, p. 22.

<sup>76</sup> Lafayette College, Minutes of Trustees, I, September 23, November 12, 1834, pp. 62-66.

<sup>77</sup> Jefferson College, Minutes of Trustees, II, September 28, 1836, p. 35.

<sup>78</sup> Washington College, Minutes of Trustees, August 25, 1840.

<sup>79</sup> Washington and Jefferson College, *Charter and Laws* (Washington, Pa., 1867), 23-24, Historical Collections, Washington and Jefferson College.

language" the decision of the trustees "That all appointments by the students of persons to deliver the Annual, or other addresses before the societies, shall be subject to the approval of the faculty of the College. . . . That the Board disapproves of the selection of a speaker to deliver the annual address before the Literary Societies at the coming commencement, & hereby, through the Faculty, instruct them to withdraw the invitations given."<sup>80</sup> In 1868 the Franklin Society of Muhlenberg College was required to submit its constitution to the faculty for approval.<sup>81</sup> The faculty of Swarthmore College not only passed on the student composition of the Eunomian and Somerville societies, and determined the time and place of their meetings, but censored their libraries as well.<sup>82</sup> At Thiel College (1886) the student publication took the faculty to task for ignoring the wishes of the students in regard to the time of holding society meetings:

Ever since it was certainly known that the different societies were to have halls of their own, the students have been looking forward with bright anticipations to a time when they might have their society meetings at night. This wish finally took shape in the form of a mass meeting of the students on the twenty-second of Sept. at which a resolution was passed almost unanimously requesting the Faculty to permit the societies to meet Friday evenings, and to change the time of hearing the Saturday recitations from Saturday morning to Wednesday afternoon, when the societies have heretofore held their meetings. At the present writing no action on this resolution has been reported from the faculty. They will do well to carefully consider a petition passed by the students with such unanimity, and which the vast majority of the students are very anxious to have granted. The Saturday morning recitations have always been considered a nuisance.<sup>83</sup>

But if colleges controlled their literary societies, they supported them as well; and in so doing, indicated the importance with which they were regarded. In sanctioning the formation of a literary society (1813), the trustees of the University of Pennsylvania directed that a "suitable room shall be appropriated for their use."<sup>84</sup> The trustees of Allegheny College took similar action in 1834.<sup>85</sup> Lacking a stove

<sup>80</sup> Allegheny College, Minutes of Trustees, II, May 10, 17, 1851, pp. 250-51.

<sup>81</sup> Muhlenberg College, Minutes of Faculty, I, February 17, 1868.

<sup>82</sup> Swarthmore College, Minutes of Faculty, 11th Month 12, 1877, p. 17; 3rd Month 25, 1878, p. 24; 11th Month 18, 1880, p. 82.

<sup>83</sup> Thiel College, *Thielensian*, IV (October, 1886), 36-37, Library, Thiel College.

<sup>84</sup> U.P., Minutes of Trustees, VI, November 23, 1813, p. 103.

<sup>85</sup> Allegheny College, Minutes of Trustees, II, August 12, 1834, p. 123.

with which to heat their meeting room, the members of the Philomathean Society of the Western University of Pennsylvania obtained this essential piece of furniture from the trustees.<sup>86</sup> In 1853, the trustees of Franklin and Marshall College agreed that since the "Literary Societies of Marshall College had sustained voluntary losses by deeding over their property to Marshall College in order to effect the merger of Franklin and Marshall, that they would contribute to each of them the sum of \$1000 & land, and a further sum of \$1000 lent to each of them without interest, provided they build halls and each raise the additional sum of \$2000 for that purpose."<sup>87</sup> The board of the Farmers' High School (Pennsylvania State University) resolved, in 1859, "That the sum of Two Hundred and fifty dollars be and the same is hereby appropriated to each of the Literary Societies to be expended in the purchase of Books to enable them to commence the formation of Libraries."<sup>88</sup>

Literary societies in the eighteenth and nineteenth centuries were held in high esteem. They were viewed as valuable sources for the enrichment of the curriculum, rather than as organizations of an extra-curricular nature. The catalogue of Pennsylvania College (1837) stated: "Connected with the Institution are two literary Societies, which, besides the regular duties of the College of a similar character, furnish abundant opportunities to the Students for their improvement in composition and declamation. Each Society possesses a respectable library."<sup>89</sup> Allegheny College in the same year characterized the societies as "of great utility to young men acquiring an education. They not only improve them in the arts of public speaking, but also familiarize them, in some measure, with the forms of transacting the business of deliberate bodies, and cultivate systematic business habits."<sup>90</sup> Marshall College insisted (1844) that "no interest connected with the College, is considered more important than the Literary Societies."<sup>91</sup> Other institutions held similar views.<sup>92</sup> In fact,

<sup>86</sup> Western University of Pennsylvania, Minutes of Trustees, January 4, 1847, p. 107.

<sup>87</sup> Franklin and Marshall College, Minutes of Trustees, I, August 31, 1853, pp. 103-104.

<sup>88</sup> Farmers' High School, Minutes of Trustees, I, May 18, 1859, p. 33.

<sup>89</sup> Pennsylvania College, *Catalogue* (February, 1837), 11.

<sup>90</sup> Marshall College, *Catalogue* (1837), 13-14.

<sup>91</sup> Marshall College, *Catalogue* (1843-44), 24.

<sup>92</sup> Compare Western University of Pennsylvania, *Catalogue* (1864), 15; Lebanon Valley College, *Catalogue* (1866), 13; Muhlenberg College, *Catalogue* (1867), 10.



a few colleges made attendance upon the meetings of societies compulsory.<sup>93</sup>

The students, too, joined in extolling the virtues of the literary societies. Speaking of the Theta Alpha and Euepia literary societies at the University at Lewisburg (1870), the student publication maintained that "These departments of our College life are well sustained and full of interest, and are to many students one of the most useful parts of their course."<sup>94</sup> A like publication at Haverford College in 1880 declared:

Of the many sources from which the student draws in the attainment of an education, and in moulding himself into the full rounded man which he aspires to be, that of his literary society is by no means the least. . . . It is in the society that we, even while students, partake of active life. It is here, after a week of mental toil and fatigue, that the student can find new life and vigor; it is here that he wears off his rough edges and square corners, by giving scope to his fancy and play to his power of expression in competing with his fellows; it is here of all places that work is a pleasure, and never a task.<sup>95</sup>

Attesting to the worth of the literary societies, which they claimed had been all but destroyed by the Greek letter fraternities, the Pennsylvania College and University Council stated in their first *Biennial Report* (1896):

"No part of my training at Yale College," says F. A. P. Barnard, "seems to me as I look back upon it, to have been more beneficial than that which I derived from the practice of writing and speaking in the literary society to which I belonged. . . ." The vigorous life of the literary societies wherever they are well maintained constitutes a moulding factor in the education of the students, making them familiar with parliamentary methods and developing in them a feeling of ease, before an audience, the power to think and to express thought effectively, and the ability to meet an opponent in argument and debate. The catalogues show that literary societies survive in at least twenty of our colleges.<sup>96</sup>

<sup>93</sup> Compare *ibid.* (1875-76), 24; Muhlenberg College, Minutes of Faculty, III, January 16, 1884, pp. 74-75; Waynesburg College, Minutes of Trustees, October 1, 1878.

<sup>94</sup> University at Lewisburg, *College Herald*, I (May, 1870), 4, Library, Bucknell University.

<sup>95</sup> Haverford College, *Haverfordian*, I (2nd Month, 1880), iv, Library, Haverford College.

<sup>96</sup> *PRSPI*, 1896, p. 26.

But the holding power of the literary societies was rapidly waning by the close of the nineteenth century. And few survived beyond the second decade of the twentieth century, despite administrative efforts to revive interest in them. The old societies at the Western University of Pennsylvania had evidently disappeared, for in 1904 the faculty heard a report of a "committee appointed to consider the formation of a literary society" and decided "that the students be asked to meet in Prof. Hunter's room, Friday Oct. 7th . . . for the purpose of organizing a literary society."<sup>97</sup> There is no evidence that the move was successful. In 1907 the president of Muhlenberg College complained: "Our Literary Societies are not what they should be. There is coming a new movement of inter-collegiate speaking and debating. . . . Is it right that as a literary college we do not produce the best results in writing and speaking? A man's full time could be given to this work. The English department is doing what it can, but it can't possibly do all that is necessary."<sup>98</sup>

At Westminster College (1914) the trustees adopted the following resolution:

Whereas, Interest in the Mens' Literary Societies has been declining for some years, resulting finally in discontinuing the meetings of the Societies; and

Whereas, We believe that the work of these Societies is vital to the proper training of the students,

Therefore, Resolved, That membership in these Societies, with faithful performance of the work which belongs thereto, be made obligatory upon students of the Sub-Freshman, Freshman and Sophomore Classes, and be optional in the Junior and Senior Classes, and that the work of these Societies be correlated with the College work so far as possible, and that the details be referred to the Faculty for adjustment.<sup>99</sup>

Despite these efforts, the days of the literary societies had clearly passed. The trustees of Thiel College were informed (1917) that "The literary societies had sunk to a low ebb. During the Spring months a year ago both men's societies even suspended their meetings and at the opening of the Semester in September there was no society spirit visible."<sup>100</sup> Swarthmore College indicated the possible demise of her societies by excluding any mention of them in the catalogues after

<sup>97</sup> Western University of Pennsylvania, Minutes of Faculty, September 28, 1904, pp. 77-78.

<sup>98</sup> Muhlenberg College, Minutes of Trustees, III, January 22, 1907, p. 236.

<sup>99</sup> Westminster College, Minutes of Trustees, Vol. D, June 15, 1914, p. 43.

<sup>100</sup> Thiel College, Minutes of Trustees, III, May 8, 1917, p. 49.

1920.<sup>101</sup> Ursinus College maintained an illusion of existence to the very end. In 1929 the catalogue stated "The two literary societies, the Zwinglian and the Shaff, each having held a place of honor and great usefulness in the College from the earliest days, have temporarily suspended activity, their functions having been assumed by other organizations." By 1931, however, even this ephemeral hope had been abandoned, as evidenced by the deletion of the adverb "temporarily."<sup>102</sup>

**Fraternities.** There were many who held, along with the College and University Council, that the Greek letter fraternities were responsible for the destruction of the literary societies. Franklin and Marshall College (1874) insisted:

No countenance is given to what are called College Fraternities. These, it is well known, are the bane of College Literary Societies properly so named, and have in fact put an end to them virtually in many of our American colleges, besides being seriously objectionable on other accounts. No student is admitted now into Franklin and Marshall College without signing an engagement that he will join no association while in the institution, secret or open, which is not approved by the Faculty.<sup>103</sup>

It is small wonder, then, that the colleges were almost as unanimous in their condemnation of the fraternities as they were united in their praise of the literary societies.

Institution followed institution in banning fraternities. The trustees of Lafayette College (1857) "unanimously Resolved,—That the Faculty Require each student, to sign a Pledge,—that during his connection with the College, he will not join any secret society, now existing, or that may hereafter be organized;—And that upon Graduation, it be necessary in order thereto, to sign a Paper, that he has not broken his Pledge. . . ."<sup>104</sup> In the same year Westminster College decreed that "No person being a member of any secret organization, and known as such to the Faculty, shall be admitted to this Institution, nor, becoming such after being admitted, shall be continued."<sup>105</sup> Nor was this an idle threat; four students were dismissed in 1866 for violating the ban.<sup>106</sup> In some instances even faculty members were

<sup>101</sup> Swarthmore College, *Catalogue* (1920-21).

<sup>102</sup> Ursinus College, *Catalogue* (1928-29), 73; (1930-31), 79.

<sup>103</sup> Franklin and Marshall College, *Catalogue* (1873-74), 18.

<sup>104</sup> Lafayette College, *Minutes of Trustees*, II, July 27, 1857, p. 70.

<sup>105</sup> Westminster College, *Catalogue* (1856-57), 22.

<sup>106</sup> Westminster College, *Minutes of Trustees*, I, June 27, 1866, pp. 127-28.

cautioned against associating themselves with fraternities. The laws of Washington and Jefferson College (1867), for example, stated: "No member of the Faculty shall connect himself, or continue in connection with, any secret fraternity whether now in existence, or that may be hereafter formed; and all the members of the Faculty are expected to exert their influence for the suppression of all such secret associations."<sup>107</sup> Muhlenberg College (1872) admonished a professor for presiding over a banquet of "one of those Societies disapproved by the authorities of this Institution," and indicated that it expected the professor to "abstain from giving further offense in this direction."<sup>108</sup>

Thus, the colleges of Pennsylvania tried to suppress the fraternities as they arose, and to discourage the formation of new ones.<sup>109</sup> But these measures were almost universally taken in vain. Even while the trustees were passing resolutions prohibiting them, student publications were openly proclaiming their existence.<sup>110</sup> A few were so bold as to hazard administrative wrath by publishing articles in defense of the fraternities. The student magazine at Pennsylvania College (1877) may be cited as an example of these:

There is an idea prevalent among all classes that College Fraternities are essentially evil both in principle and action. The "goat" and the shrieks of tortured victims under initiation, formerly thought to belong to the Masonic Fraternity, have . . . been piously treasured as facts of great importance, and as disclosing the secret workings of that order. In the course of time as College Fraternities have fallen into disfavor with those who object to "secrecy", "midnight orgies" and so on, the stigma formerly belonging to the great Masonic organization has attached itself to these.

In order to a defence of College organizations of this character a refutation of a few of their enemies' arguments is necessary. They accuse Fraternities of being promoters of disorder and insubordination.

<sup>107</sup> Washington and Jefferson College, *Charter and Laws*, 16.

<sup>108</sup> Muhlenberg College, *Minutes of Trustees*, I, June 27, 1872, p. 275.

<sup>109</sup> Compare Pennsylvania College, *Minutes of Trustees*, II, August 11, 1864, p. 63; University at Lewisburg, *Minutes of Trustees*, II, April 10, 1866, p. 173; Thiel College, *Minutes of Trustees*, I, June 25, 1874, p. 67; Swarthmore College, *Minutes of Faculty*, 12th Month 15, 1892, p. 232; Susquehanna University, *Minutes of Directors*, II, June 14, 1898, p. 118; Haverford College, *Minutes of Managers*, V, 9th Month 20, 1895, p. 153.

<sup>110</sup> Compare Washington and Jefferson College, *College Gazette* (1866-67), 12 ff.; Lafayette College, *Reporter* (New York, 1870), 95 ff.; Muhlenberg College, *Souvenir* (1873), 60 ff.; Franklin and Marshall College, *Oriflame* (1883), 39 ff. These student publications are in their respective college libraries and historical collections.



This, the writer declares, is not so. On the contrary, he maintains, "They . . . bind together in sincere affection persons of congenial temperaments, and . . . kindle that friendship above which persons cannot rise in the ordinary association of College, into a flame of noble affection."<sup>111</sup>

Eventually the colleges came to recognize the futility of attempting to outlaw the fraternities. Pennsylvania College (1881) granted permission to the Epsilon Chapter of the Phi Kappa Psi fraternity "to erect a chapter house on the Campus grounds . . . upon condition that satisfactory guarantees be afforded to the Board that said chapter house will always be under such legal control and disciplinary or moral strength as will prevent it from being used in any way or manner or for any purposes which in the judgment of the Faculty would be in contravention of the statutes of the Institution. . . ."<sup>112</sup> The trustees of Pennsylvania State College removed the ban on fraternities (1887) at the urging of the alumni association.<sup>113</sup> At first (1892), Lafayette College permitted individual fraternity chapters to erect chapter houses on college property. By 1900 this was expanded to a general policy granting "to any Fraternity of the College, the right to build Fraternity Houses upon the College Grounds."<sup>114</sup> Susquehanna University removed the prohibition against the joining of fraternities in 1903.<sup>115</sup> And Westminster College, which in 1896 had "received with great gratification the announcement from the President of the College, that fraternities alleged to be secret have been disbanded," finally acknowledged that it had been deluding itself by adopting the following resolution:

That since the knowledge has come to the members of the Board of Trustees that certain secret clubs or societies exist in the student body of Westminster College, that it is the sense of this Board that chapters of certain National college fraternities would be less detrimental to college life than local secret clubs or societies, that we therefore instruct the President of the College to enter into a conference with the proper students of the college with a view to permanently settling the fraternity matter

<sup>111</sup> *Pennsylvania College Monthly*, I (July, 1877), 183-84.

<sup>112</sup> *Pennsylvania College, Minutes of Trustees*, II, June 29, 1881, p. 246.

<sup>113</sup> *Pennsylvania State College, Minutes of Trustees*, I, June 29, 1887, p. 303; January 13, 1888, p. 309.

<sup>114</sup> *Lafayette College, Minutes of Trustees*, III, June 28, 1892, p. 207; June 19, 1900, pp. 337-38.

<sup>115</sup> *Susquehanna University, Minutes of Directors*, II, June 16, 1903, p. 226.

satisfactorily to all concerned, and that he be instructed to make proper and satisfactory provision for the non-fraternity men.<sup>116</sup>

**Student Clubs.** Aside from the literary societies, and the fraternities which achieved recognition much later, sanctioned student clubs and organizations were phenomena of the second half of the nineteenth century. True, the students of Jefferson College had formed their "Lyceum of Natural Science" in 1831.<sup>117</sup> A "Musical Association" was in existence (1834) at Pennsylvania College, for which the trustees appropriated \$75 "to aid in purchasing musical instruments."<sup>118</sup> And the students at the University of Pennsylvania (1836) had projected "an Association for the promotion of a Knowledge of Natural Sciences."<sup>119</sup> But these were isolated instances of student organizations, rather than indicators of a general trend.

Clubs and societies devoted to student amusement and recreation began to emerge after 1850. Among the earliest were those concerned with musical entertainment. St. Joseph's College (1854) had its Philomelian Society "composed of those students who are remarkable for possessing a fine voice, or who are learning to play on musical instruments."<sup>120</sup> The students of the Farmers' High School (Pennsylvania State University) received the blessing of the board of trustees in 1859 in their efforts to form "a musical band."<sup>121</sup> There were "College Bands" and "Moonlight Rangers" at Washington and Jefferson College in 1867.<sup>122</sup> The faculty of Muhlenberg College (1869) approved the formation of a student "Glee-Club."<sup>123</sup>

These were the precursors of a large variety of student associations which have their counterpart in contemporary higher education. Washington and Jefferson College had two chess clubs in 1867.<sup>124</sup> A dramatic society was organized (1870) at Villanova College.<sup>125</sup> There were clubs devoted to fishing (Ichthyophagous Club) and smoking (Meerscham Club) at Muhlenberg College in 1873.<sup>126</sup> The student

<sup>116</sup> Westminster College, Minutes of Trustees, Vol. C, September 17, 1896, p. 115; Vol. D, March 19, 1918, p. 44.

<sup>117</sup> *Hazard's Register*, VIII (August 13, 1831), 109.

<sup>118</sup> Pennsylvania College, Minutes of Trustees, I, April 15, 1834, p. 17.

<sup>119</sup> U.P., Minutes of Faculty, October 29, November 19, 1836.

<sup>120</sup> St. Joseph's College, *Catalogue* (1853-54), 13.

<sup>121</sup> Farmers' High School, Minutes of Trustees, I, May 18, 1859, p. 33.

<sup>122</sup> Washington and Jefferson College, *College Gazette* (1866-67), 24.

<sup>123</sup> Muhlenberg College, Minutes of Faculty, I, September 20, 1869.

<sup>124</sup> Washington and Jefferson College, *College Gazette* (1866-67), 29.

<sup>125</sup> Middleton, Journal, I, 11, entry of November 1, 1870, Monastery Archives, Villanova University.

<sup>126</sup> Muhlenberg College, *Souvenir* (1873), 82, 85.

publication of Haverford College (1879) declared: "A club association mania has seized the students. Besides the literary societies and class organizations we have the Y.M.C.A., base ball and cricket clubs, Carpenter Shop Association, Gymnasium Association, political clubs, archery clubs, foot-ball associations, tennis clubs, geological clubs, etc."<sup>127</sup>

The "club mania" continued to spread. Bryn Mawr College (1886) organized a "Reform Club" devoted to discussions of "social movements."<sup>128</sup> The University of Pennsylvania (1893) announced the existence of a "Camera Club"; and the following year, as a result of a gift of \$100,000 by Mr. and Mrs. Howard Houston, the university erected a hall for the general use of students, which is said to be the first collegiate student union in the United States.<sup>129</sup> There was an "Electrical Club" at the Western University of Pennsylvania (University of Pittsburgh) in 1902.<sup>130</sup> The faculty of Wilson College (1906) approved the charter of a social club, for the purpose of providing students with "a larger social life and an organized means of social usefulness."<sup>131</sup> A glance at the catalogues of the colleges of Pennsylvania will reveal the extent of the present movement to provide students with sources of entertainment and diversion—a movement which had such feeble beginnings in the nineteenth century.<sup>132</sup>

**Student Publications.** Student life found further expression through the medium of publications. Like the clubs, student newspapers and magazines arose, for the most part, rather late in the nineteenth century. There were, of course, exceptions to this growth pattern. One of the earliest of these, a hand-written, anonymous broadside, appeared at Washington College, in 1818.<sup>133</sup> Another, designed to

<sup>127</sup> Haverford College, *Haverfordian*, I (12th Month, 1879), xii.

<sup>128</sup> Bryn Mawr College, *Lantern*, I (June, 1891), 95, Library, Bryn Mawr College.

<sup>129</sup> U.P., *Catalogue* (1892-93), 169; Minutes of Trustees, XIII, November 6, 1894, p. 225. U.P., *The Houston Club of the University of Pennsylvania*, I (1898-99), 4-5, states that the club or union was organized December 17, 1895, and that its object was "to draw together students, officers and alumni of all Departments of the University in a wholesome social life, and to provide for them suitable amusements and recreations."

<sup>130</sup> Western University of Pennsylvania, *Catalogue* (1901-1902), 19.

<sup>131</sup> Wilson College, Minutes of Faculty, November 1, 1906, pp. 62-63.

<sup>132</sup> Compare Albright College, *Catalogue* (1950-51), 115-16; Chestnut Hill College, *Catalogue* (1951-52), 77; Grove City College, *Catalogue* (April, 1951), 149-52; Moravian College, *Catalogue* (1950-51), 26-28; Westminster College, *Catalogue* (1950-51), 130-34.

<sup>133</sup> Philologus, Dissertation I, February 13, 1818, Historical Collections, Washington and Jefferson College.

disturb trustee and faculty equanimity, made a similar single appearance at Jefferson College, 1825.<sup>134</sup> In 1841, the unidentified editors, "Jared & Franklin" of Marshall College, issued a bound copy book in which was collected a series of short stories, poems, and articles written by students, and reflecting their life at the institution.<sup>135</sup> Intensive research has uncovered the existence before 1850 of only three regularly printed publications enjoying official sanction, which may be classed as student journals. The Zelosophic Literary Society of the University of Pennsylvania released the first issue of its magazine in April, 1834; this was followed, nine years later, by the appearance of *The University Magazine*, jointly "Edited by a committee of the Philomathean and Zelosophic Societies of the University of Pennsylvania"; and by the first issue (1844) of *The Literary Record and Journal* of the Linnaean Association of Pennsylvania College—a society composed of students, professors, and alumni.<sup>136</sup>

By and large, however, student publications began to enliven the college scene after the Civil War.<sup>137</sup> Quite frequently they were the official organs of the literary societies.<sup>138</sup> Unlike some of their predecessors, the single, scurrilous sheets clothed with anonymity, the new offerings aspired to modest literary competence and exhibited a more decorous tone of behavior. Contrasting its aims with those of the papers it was replacing, the first issue (1867) of the magazine of the literary societies of Washington and Jefferson College stated:

We take pleasure in congratulating the friends of college interests on the downfall of those base and slanderous issues of

<sup>134</sup> The Trumpet, February 5, 1825, Historical Collections, Washington and Jefferson College. Two other single sheets called "bogus papers" were issued before 1850: The Seniors of Washington, September, 1840, at Washington College; and Scrutineer, December 2, 1843, at Jefferson College.

<sup>135</sup> The Rupjonjin (1840-41), in Library, Franklin and Marshall College.

<sup>136</sup> U.P., *Zelosophic Magazine*, I, No. 1 (April, 1834); *University Magazine*, I (January, 1843); *Literary Record and Journal*, I (November, 1844).

<sup>137</sup> Compare Washington and Jefferson College, *College Gazette* (1866-67); U.P., *University*, I, No. 1 (March, 1869); University at Lewisburg, *College Herald*, I, No. 1 (May, 1870); Lafayette College, *Lafayette Monthly*, I, No. 1 (September, 1870); Pennsylvania College, *Pennsylvania College Monthly*, I, No. 1 (February, 1877); Haverford College, *Haverfordian*, I, No. 1 (6th Month 25, 1879); Lehigh University, *Lehigh Burr*, I, No. 1 (October, 1881).

<sup>138</sup> Compare Washington and Jefferson College, *College Gazette* (1866-67); University at Lewisburg, *College Herald*, I, No. 1 (May, 1870); Franklin and Marshall College, *College Student*, I, No. 1 (January, 1881); Thiel College, *Thielensian*, IV (October, 1886), 36-37; Wilson College, *Phaethra*, I, No. 1 (November, 1887); Lebanon Valley College, *College Forum*, I, No. 1 (January, 1880); Cedar Crest College, *College Folio*, V, No. 5 (May, 1898).



former days; those clandestine sheets that ungenerously abused the glorious privileges of the press, and by anonymous publication—that most cowardly method of attack—gave spread to their foul-mouthed calumnies. In their stead we have endeavored, despite the danger of becoming commonplace, to give a true and mostly formal exposition of college institutions and customs; plain and unvarnished it may be, uncolored by fancy and unexaggerated by prejudice, but still a correct bird's eye view of students and students' pursuits.<sup>139</sup>

At the same time the recognized student publications were neither docile or wholly conforming. They were often critical, contentious, and crusading. At Lafayette College (1870) a student poked fun at and questioned the value of the study of natural history.<sup>140</sup> An article in the student publication of Pennsylvania College took issue with the trustees (1877) for opposing fraternities.<sup>141</sup> The faculty of the Western University of Pennsylvania threatened the editors of the *Pennsylvania Western* with close supervision (1883) unless all references to "objectionable personalities" were omitted.<sup>142</sup> A student editorial at Swarthmore College (1886) protested the administration's prohibiting of "dramatic entertainments."<sup>143</sup> The executive committee of the board of trustees of Pennsylvania State College (1895) threatened to withdraw pecuniary assistance from *La Vie* unless the editors of the publication "hereafter . . . carefully exclude all offensive allusions to any members of the college government."<sup>144</sup> These are but a few of the examples which could be cited.

On the whole, student publications have exerted a positive and salutary influence on college life. They have, in the words of the editors of the student newspaper at Bucknell University, attempted to "conserve the great interest of liberal education, and [to] be the especial advocate of . . . College interests."<sup>145</sup> The support and encouragement which college administrators have afforded them attests,

<sup>139</sup> Washington and Jefferson College, *College Gazette* (1866-67), 3.

<sup>140</sup> Lafayette College, *Lafayette Monthly*, I (September, 1870), 6.

<sup>141</sup> *Pennsylvania College Monthly*, I (July, 1877), 183 ff.

<sup>142</sup> Western University of Pennsylvania, Minutes of Faculty, June 19, 1883, p. 209.

<sup>143</sup> Swarthmore College, *Swarthmore Phoenix*, V (3rd Month, 1886), 114.

<sup>144</sup> Pennsylvania State College, Minutes of Executive Committee, II, June 13, 1895, p. 154.

<sup>145</sup> University at Lewisburg, *College Herald*, I (May, 1870), 4. See also *Pennsylvania College Monthly*, I (February, 1877), 1-2; Pennsylvania State College, *Free Lance*, I (April, 1887), 1, Library, Pennsylvania State University.

in part, to the success which student publications have enjoyed in realizing these aims.<sup>146</sup>

### 3. ATHLETICS

Informal, spontaneous play, rather than consciously organized programs, characterized college athletics in Pennsylvania prior to the Civil War. Though administrators recognized that students would seek means for physical expression, the prohibitions which they enacted against unrestrained activity served to circumscribe the number and kind of sports in which students could legitimately engage. The Reverend Richard Peters, for example, in his sermon delivered at the opening of the Philadelphia Academy (1751), spoke of the lots contiguous to the academy building which would "furnish a large and unencumbered Area for the Children's Exercise."<sup>147</sup> Yet, as we have seen, the trustees of the College and Academy (1761) adopted rules which forbade wrestling and the playing of ball in the college yard or the adjacent streets.

Nevertheless, students did manage, albeit infrequently and in a limited manner, to devise forms of activity which would provide some outlet for their physical energies. The students of Dickinson College in 1828 induced the faculty to permit them to "have a ball-alley erected in the campus, in such situation as shall be pointed out to them."<sup>148</sup> However, they did not long enjoy the use of it. In 1830, the trustees of Dickinson College "authorized and instructed" the executive committee "to have the Ball alley recently erected in the College campus, taken down and the proceeds of the sale of the boards after defraying expenses . . . divided equally between the two Literary Societies of the College."<sup>149</sup>

A student at Haverford College described the meager resources for student recreation which the institution possessed in 1833 and 1834. He said: ". . . the amusements of the Students out of doors were but

<sup>146</sup> Muhlenberg College, Minutes of Trustees, I, February 18, 1868, p. 49; Franklin and Marshall College, *Catalogue* (1882-83), 19; Westminster College, *Catalogue* (1886-87), 22; *Journal of the Triennial Provincial Synod of the Northern District of the American Province of the Moravian Church . . . , 1864-1876*, Appendix C, proceedings of May 25, 1893, p. 42; Waynesburg College, *Catalogue* (1900-1901), 45.

<sup>147</sup> Peters, *Sermon*, 18.

<sup>148</sup> Dickinson College, Minutes of Faculty, March 28, 1828, pp. 62-63. This was apparently not a bowling alley. Describing an incident which had occurred to him in a "public ball-alley" in 1805, John Binns, *Recollections of the Life of John Binns . . .* (Philadelphia, 1854), 185-86, indicated that the game played on such alleys involved two people and the use of "pine bats."

<sup>149</sup> Dickinson College, Minutes of Trustees, III, April 16, 1830, pp. 61-62.

few. The principle [*sic*] were the common play of ball, and as the cold weather advanced, sliding down a hill not far from the house became the favorite pastime. The winter being in the first part mild, the Students had not the pleasure of skating till 1834."<sup>150</sup> At Pennsylvania College students were prohibited in 1837 from playing "at hand or foot ball in the College yard." If a student violated this rule he could be fined fifty cents; and, "if he refused to desist when required by any member of the Faculty, he may be suspended, sent home or dismissed." This law was relaxed somewhat the following year, when the trustees resolved "That a large *hand ball* be procured by the President, for the use of the College."<sup>151</sup> Three students at Dickinson College were dismissed in 1853 for being involved in a fight as a result of a football game.<sup>152</sup> "Athletics," declared Thomas Anderson, in writing of his experiences at Washington and Jefferson College between 1865 and 1868, "did not cut so large a figure in College activities, as they do now; yet we had four Baseball Clubs, at Canonsburg. The students played for exercise and recreation, rather than for competition with other Clubs. I believe the College Nine of Canonsburg did play an occasional match game with the College Nine of Washington."<sup>153</sup>

After 1865, athletics, particularly intramural sports, began to receive an increasingly larger share of student interest. The students at Lehigh University (1866), according to the catalogue, "Have . . . formed a boating club, and have a fine flotilla of barges and boats upon the Lehigh."<sup>154</sup> A student at Villanova College (1869) received "a tremendous crack on the nose while playing 3rd base" in an intramural game.<sup>155</sup> Cricket had already become a well-established sport at Haverford College by 1869.<sup>156</sup> Baseball and boating clubs were functioning at the University at Lewisburg in 1870.<sup>157</sup> The national pastime was becoming so popular at Lafayette College in 1872 that the

<sup>150</sup> Haverford College, *Annals of Haverford*, 9-10, unpublished manuscript in Library, Haverford College.

<sup>151</sup> Pennsylvania College, *Minutes of Trustees*, I, September 20, 1837, p. 44; September, 1838, p. 60.

<sup>152</sup> Dickinson College, *Minutes of Faculty*, December 12, 1853.

<sup>153</sup> Thomas B. Anderson, "Reminiscences of Washington & Jefferson College Academic Department, at Canonsburg, Pa., 1865-1868, by a Member of the Class of 1868," p. 10, manuscript in Historical Collections, Washington and Jefferson College.

<sup>154</sup> Lehigh University, *Catalogue* (1866), 28.

<sup>155</sup> Middleton, *Journal*, I, 8, entry of April 30, 1869, Monastery Archives, Villanova University.

<sup>156</sup> Haverford College, *Minutes of Managers*, III, 5th Month 10, 1869.

<sup>157</sup> University at Lewisburg, *College Herald*, I (May, 1870), 5.

literary societies requested the trustees "to forbid base ball matches on Wednesday Afternoons,—on account of their interfering with the proper work of the Societies."<sup>158</sup> A student publication at Pennsylvania College described a football game (1877) in ironically humorous terms:

It was very exciting—that game was. There were twenty-one men and two boys playing, and two of the lot were unhurt. The remainder nursed cracked shins and sore bruises. Six were on one leg, and three "on their ear."

They were playing football. We wondered how the game got that name, for they hit the big gum thing, that the stuff seemed to be about, with their fists, and threw their caps at it. . . .

When one man hurt another the latter always blamed the man who didn't do it. When the ball got past a certain line, varying according to circumstances, the outsiders would say "Ottobonds," and then some fellow would throw it over his head to another of the same opinion with himself, as regards the direction the ball wanted to take, and the latter would become excited and shove it in the opposite direction. Then they would make a bigger noise than the Seniors can make, and one party would laugh and the other say "Pshaw." We watched it all in breathless suspense, and would have joined in it, but didn't want to tear our breeches like the other fellows did. One-half of those fellows wouldn't work half that hard to saw wood for their mothers; so we thought.<sup>159</sup>

Intercollegiate athletics met with a good deal of opposition from college authorities, and consequently did not enjoy wide acceptance until the fourth quarter of the nineteenth century. Although a Haverford College cricket team had engaged in a match with a team from the University of Pennsylvania as early as 1866, the trustees in 1869, noting that the practice had "grown up among the students of having match games of Cricket . . . on the College lawn with clubs from elsewhere . . . concluded . . . after the recent full conference with the Faculty on the subject, that it would be best not to allow said practice after the present term."<sup>160</sup> A student publication at Swarthmore College (1882) expressed disappointment that the executive committee of the trustees had rejected "the petition presented by a large majority of the College students, that the College nine be allowed to exchange

<sup>158</sup> Lafayette College, Minutes of Trustees, II, July 2, 1872, p. 261.

<sup>159</sup> *Pennsylvania College Monthly*, I (March, 1877), 92.

<sup>160</sup> George W. Orton, *A History of Athletics at Pennsylvania, 1873-1896* (Philadelphia, n. d.), 162; Haverford College, Minutes of Managers, III, 6th Month 2, 1869.



games of ball with other Colleges"; and observed that "with the exception of two places, we must confine our interest in base ball among ourselves, thus killing at one blow what we so earnestly hoped for and expected."<sup>161</sup>

The trustees of Muhlenberg College denied the students "permission to organize and maintain a Base Ball Club for 1892, said club to enter into Inter-Collegiate Contests."<sup>162</sup> In 1894, the directors of Susquehanna University resolved, "That it is the sense of this Board that they should enter their protest against Students leaving the University grounds to engage in Foot Ball, considering the game of such a character as injurious to body as well as to the morals of the young men who indulge in it."<sup>163</sup> Bryn Mawr College (1895) "withheld permission for the acceptance of a Challenge of Drexel Institute to play a game of basket ball."<sup>164</sup> The trustees of Juniata College (1900) decided "that no match games of football shall be played with outside teams."<sup>165</sup>

This resistance to intercollegiate competition appeared to be based upon two considerations: first, the expressed fear that general participation in athletics with its anticipated benefits for the majority would be superseded by the narrow cultivation of a few specialists; second, the belief that the college amateur would be supplanted by the paid professional, thereby perverting the primary purpose for which organized athletics had been established. With respect to the former argument, the catalogue of Washington and Jefferson College stated (1894): "In athletics, encouragement is given to specialism only as it is the crown of all-around excellence, and in this, as in all the other work of the department, an effort is made to obtain the best results from the greatest number, rather than the cultivation of a few specialists to the exclusion of the majority."<sup>166</sup> The latter fear, characterized as a disaster which had already gripped the colleges, was contained in the report of the chancellor of the Western University of Pennsylvania delivered to the trustees in 1897. He said:

We have endeavored during the fall to cultivate a spirit of manly honesty in sports and to suppress "professionalism", the bane of sports. I may say that we have succeeded in so far

<sup>161</sup> *Swarthmore Phoenix*, I (May, 1882), 2.

<sup>162</sup> Muhlenberg College, Minutes of Trustees, II, January 21, 1892, pp. 274-75.

<sup>163</sup> Missionary Institute, Minutes of Directors, II, December 4, 1894, p. 58.

<sup>164</sup> Bryn Mawr College, Minutes of Trustees, II, 5th Month 10, 1895, p. 276.

<sup>165</sup> Juniata College, Minutes of Trustees, December 6, 1900, p. 67.

<sup>166</sup> Washington and Jefferson College, *Catalogue* (1893-94), 40.

that only students in regular standing have been permitted to play in match games and no allowance whatever in fees or tuition has been given. The result has not been satisfactory from the fact that professionalism seems to be too deeply rooted in College circles and among the so-called amateur clubs. A large number of our own students have been, to use plain English, "hired" to play elsewhere, and have in fact told us that as the University does not offer any financial inducements, they must play where they are paid. I am continually approached by students who offer to matriculate here, and to play on our athletic teams, provided they may be given their tuition or other valuable considerations. In many cases these students are not equal to the work of the classes in which they seek to matriculate. I have consistently declined such offers and they have matriculated elsewhere in neighboring colleges or in those more remote. The inferences I am forced to draw in some cases conflict very decidedly with the protestations coming from certain quarters that nothing but pure sport is sanctioned. This is one of the disagreeable and difficult phases of college life experienced at the present time. It is bad enough to have our youth exposed to the peril of life and limb in the rough games which the spirit of the times seems to demand but it is worse to have the whole educational life honeycombed with the rottenness of deceit. If sport is to be fostered for its own sake, so be it: if our colleges are to have a score or more of men practically hired to compete on athletic fields in order to advertise the colleges, so be it. I have no doubt there are those who are sufficiently interested in the University to contribute money enough to hire athletic teams: but if this is to be the settled policy of American Colleges, I wish in the name of truth and candor, to know it.<sup>167</sup>

Despite these prohibitions and objections, the onward march of intercollegiate competition appeared to be an inexorable one. The University of Pennsylvania after 1875 was consistently engaging teams from other institutions in matches involving track and field events, rowing, football, baseball, cricket, tennis, and other sports.<sup>168</sup> Lehigh University first participated in intercollegiate football in 1884-85.<sup>169</sup> Students at Swarthmore College, in the face of faculty injunctions, took matters into their own hands and played unauthorized football matches with the Pennsylvania Military Academy in 1879, and the University of Pennsylvania in 1885. By the latter date, the president of the college was prone to be lenient and "recommended that in view

<sup>167</sup> Western University of Pennsylvania, Minutes of Trustees, December 21, 1897, p. 140.

<sup>168</sup> Orton, *Athletics at Pennsylvania*, 17 ff.

<sup>169</sup> Cornelius, *Lehigh University*, 19.

of the good character of the students and other extenuating circumstances the case be dismissed with a reprimand.”<sup>170</sup> Intercollegiate competition in baseball and football was beginning to flower at Pennsylvania State College in 1887.<sup>171</sup> The college nine at Villanova University (1891) was engaging teams from Haverford College and the West Chester State Normal School.<sup>172</sup> In 1901, on the recommendation of the faculty, the trustees of Muhlenberg College finally lifted their ban on intercollegiate athletics.<sup>173</sup> The faculty of Wilson College (1906) granted the request of the “three upper classes . . . to form a Varsity [hockey] team and arrange for one match game upon the college campus with some visiting team, such game to be played on Monday, if possible and if not at such time as would not interfere with college work.”<sup>174</sup>

Furthermore, some colleges had had happy experiences with athletic competition. Geneva College, for example, maintained (1898):

Athletic contests lead to work in the gymnasium, in that the hope of athletic victory is, with many men, the only motive for physical training. On this account such contests are to be encouraged. In view, too, of the present criticism of college athletics, it is cause for congratulation that for many years past the honor men of the graduating classes have almost without exception been prominent in athletic circles and members of the teams.<sup>175</sup>

Then, too, college administrators were beginning to succumb to the growing practice of subsidizing promising athletes. In 1896 the trustees of Westminster College granted “the request of the students for free tuition for four students in the interest of the Base-ball team and the football team.”<sup>176</sup> Even the chancellor of the Western University of Pennsylvania overcame his repugnance to “hiring” athletes and prevailed upon the trustees to allow the athletic committee to “have the discretionary power, in case a contestant is in need of financial assistance in order to complete his studies in the University, to grant him

<sup>170</sup> Swarthmore College, Minutes of Faculty, 11th Month 13, 1879, p. 57; 10th Month 15, 22, 1885, pp. 297, 298.

<sup>171</sup> Pennsylvania State College, *Free Lance*, I (April, 1887), 3.

<sup>172</sup> Middleton, Journal, I, 179, 180, entries of April 9, May 20, 1891, in Monastery Archives, Villanova University.

<sup>173</sup> Muhlenberg College, Minutes of Faculty, V, October 23, 1900, p. 62; January 29, 1901, p. 66.

<sup>174</sup> Wilson College, Minutes of Faculty, November 20, 1906, pp. 66-67.

<sup>175</sup> Geneva College, *Catalogue* (1897-98), 31.

<sup>176</sup> Westminster College, Minutes of Trustees, Vol. C, June 18, 1896, p. 77.

a certain measure of assistance from the fund at the disposal of the Committee for the purpose of paying his tuition in whole or in part. . . ."<sup>177</sup> Increasingly, college administrators were coming to share the view of the president of Lebanon Valley College (1914), who regarded athletics as an excellent means of advertising his institution. He said:

The athletics this year have been most excellent and the results achieved have gone beyond our fondest dreams. . . .

Foot-ball, base-ball, basket-ball and track teams have covered themselves with glory and advertised the college as nothing has done for many years. While it is expensive it is still our most successful way of advertising and brings results.

Our athletes are not thugs, and bums, but gentlemen on the field and everywhere. Wherever they play they are commended for their manliness. This makes friends for the College and draws students.<sup>178</sup>

#### 4. SERVICES TO STUDENTS

**Financial Aid and Scholarships.** The services extended to students by the colleges and universities of Pennsylvania in the eighteenth and nineteenth centuries, aside from those inherent in the instructional and extracurricular programs, were largely of a financial nature. Within the limits of their means, institutions endeavored to assist those who sought their aid in the procuring of the advantages of higher education. In this effort, colleges were occasionally sustained by public appropriations. More frequently, however, they were supported in their philanthropies by contributions from private donors.

Among the earliest of the services afforded students were the provisions made for their boarding and lodging. College administrators were quick to recognize that the charge for tuition was only one of the many expenses that students were forced to incur. Of even greater significance to those whose homes were at a distance were the costs of food and shelter. Consequently, many institutions attempted to arrange living and boarding facilities at nominal charges. The trustees of the College, Academy and Charitable School of Philadelphia in 1764 determined to use the two upper stories of the new building as dormitories and worked out an itemized list of probable cost of

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<sup>177</sup> Western University of Pennsylvania, Minutes of Trustees, June 6, 1898, pp. 23-24.

<sup>178</sup> Lebanon Valley College, Minutes of Trustees, June 8, 1914, p. 110.



housing for each boy.<sup>179</sup> Lacking dormitory facilities of their own, and concerned with the high cost of boarding and lodging exacted from students by the townspeople who provided such services, the trustees of Dickinson College declared in 1810:

The Trustees are much impressed with the importance of regulating the price of Boarding and lodging so as that undue advantage may not be taken of the accession of Students, by raising their prices. The Trustees consider 10 Dollars pr. Month as a sufficient allowance. The Trustees will take immediate measures to accommodate a certain number of Students within the walls of the college, by affording very liberal aid & encouragement to any suitable person who will undertake to Board and Lodge the Students in the College.

A committee was appointed to carry this into effect "so as to render the Price of Boarding & Lodging uniform in the different Lodging Houses. . . ."<sup>180</sup>

Similar policies were adopted by other institutions. Allegheny College decided (1834) to accept the offer of an individual "to take the East wing of the Col." for the "purpose of accommo'tg students with Boarding at the College & a cheap mode of living."<sup>181</sup> The trustees of Pennsylvania College (Gettysburg College) in 1839 permitted students residing in the college edifice to economize by boarding themselves.<sup>182</sup> Lafayette College announced (1842):

Students under the patronage of the General Assembly's board of education, and of similar institutions of other religious denominations, and others who are preparing for the gospel ministry, and whose character and circumstances in the judgment of the Trustees, entitle them to the benefit, have boarding in the College refectory, for one dollar per week. The Trustees pay the balance to the Steward out of funds provided for that purpose.<sup>183</sup>

At the Moravian College and Theological Seminary (1862), the church elders not only supported their students with free tuition, boarding and room rent, but supplied their clothing and furnished them with "pocket money" as well.<sup>184</sup> Lehigh University (1866)

<sup>179</sup> C.A.C., Minutes of Trustees, I, September 11, 1764, pp. 280-82.

<sup>180</sup> Dickinson College, Minutes of Trustees, II, October 8, 1810, p. 14.

<sup>181</sup> Allegheny College, Minutes of Trustees, II, April 1, 1834, pp. 113 ff.

<sup>182</sup> Pennsylvania College, Minutes of Trustees, I, September 18, 1839, p. 73.

<sup>183</sup> Lafayette College, *Catalogue* (1841-42), 16.

<sup>184</sup> Minutes of Provincial Elders' Conference, May 21, August 12, October 27, 1862, pp. 96-97, 123, 140; October 5, 1863, p. 214; October 8, 1866, p. 412, Moravian Archives, Bethlehem.

furnished students with rooms rent free.<sup>185</sup> In 1866 the trustees of Lincoln University declared that it was their purpose "to bring the benefits of a thorough education within the reach of every colored youth. . . . Those who need aid, should apply early for admission, and should state what part of the . . . expenses they can meet; if without resources, let them state their purposes and aims in seeking the benefits of a thorough education." Regular monthly allowances were given such students to defray their living expenses.<sup>186</sup> Susquehanna University (1866) erected houses for married theological students and permitted them "to reside in them rent free during their course of study."<sup>187</sup> At the Western University of Pennsylvania in 1877 a lunch room was established to supply the students with "good food at economical rates and at timely hours."<sup>188</sup>

Even more widespread was the practice of aiding students to defray the costs of tuition. Observing the adage that "Charity begins at home," the trustees of the University of Pennsylvania (1783) resolved, "That Professors & Tutors shall not be accountable for Tuition Money for their own Children."<sup>189</sup> Extending this policy to include others in 1832, they decided: "That it is expedient to receive a limited number of pupils for gratuitous instruction into the College & the Academy and that the number admitted into the College shall not exceed ten." In 1851 the number of scholarships was doubled, and five of them were "reserved for the graduates of the High School of the City and County of Philadelphia."<sup>190</sup> Scholarships and fellowships for graduate study in the "Faculty of Philosophy" (Graduate School of Arts and Sciences) were established (1896) on the basis of the George Leib Harrison Foundation, one of which was designated for doctoral candidates in pedagogy.<sup>191</sup> By 1919 the University of Pennsylvania was offering 839 scholarships, including those founded by public as well as private funds.<sup>192</sup>

Without recounting in detail the experiences of other institutions, it should be sufficient to note that they followed similar patterns. In

<sup>185</sup> Lehigh University, *Catalogue* (1866), 26-27.

<sup>186</sup> Lincoln University, *Catalogue* (1865-66), 10; Minutes of Trustees, I, September 5, 1867, pp. 72-73; June 16, 1869, p. 103; Minutes of Faculty, September 26, 1873.

<sup>187</sup> Missionary Institute, Minutes of Managers, I, May 30, 1866, p. 109; June 4, 1867, p. 115; May 30, 1871, p. 140.

<sup>188</sup> Western University of Pennsylvania, *Catalogue* (1877), 35.

<sup>189</sup> U.S.P., Minutes of Trustees, III, November 12, 1783, p. 164.

<sup>190</sup> U.P., Minutes of Trustees, VIII, October 2, 1832, p. 72; IX, January 7, 1851.

<sup>191</sup> *Ibid.*, XIII, April 7, 1896, pp. 340-41.

<sup>192</sup> *Ibid.*, XVIII, November 10, 1919, p. 12.

1808 Jefferson College appointed a committee and directed them to "receive any poor and pious youths, and admit them to the benefit of the funds placed in the hands of the Trustees for that purpose."<sup>193</sup> Dickinson College (1810) undertook to educate an orphan "Gratis at this college so long as his conduct is approved by the Faculty."<sup>194</sup> A committee was appointed at Washington College (1815) "for the purpose of enquiring for boys whose Parents are in indigent circumstances whom it might be proper to teach gratis . . . and that the direction of any three of them to the Collector shall exonerate [*sic*] the student from payment of tuition."<sup>195</sup> The trustees of Allegheny College (1825) received a bequest of \$400 for the purpose of endowing a scholarship.<sup>196</sup> Marshall College (1837) "Resolved that the beneficiaries now in the college be continued as such free of tuition, and that the number hereafter to be admitted shall not exceed twenty-five."<sup>197</sup> At Haverford College in 1840 the attention of the board of managers was "directed to the advantages of raising a fund, the interest of which shall be appropriated towards the defraying wholly or in part the expense of Educating at the School Young men whose circumstances might otherwise prevent their participating in its benefits."<sup>198</sup> The trustees of Westminster College (1864) "Resolved that this Board notify the Board of Missions to the Freed men if they select a young man of color who gives promise of becoming useful as a Missionary to the freed men this Board will give him the use of a scholarship."<sup>199</sup>

In 1867 the trustees of Lafayette College "Resolved, that President Cattell be empowered at his discretion to grant free tuition to such students as he or the Faculty may consider deserving of it."<sup>200</sup> Pennsylvania College for Women (Chatham College) in 1870 offered "a discount of 25 pr.ct. on all bills" to "the daughters of Ministers of all denominations."<sup>201</sup> The board of managers of Swarthmore College (1872) "Resolved that \$600.00 be appropriated from the Interest fund to . . . assist deserving applicants who are not able to pay the full

<sup>193</sup> Jefferson College, Minutes of Trustees, I, September 29, 1808, p. 66.

<sup>194</sup> Dickinson College, Minutes of Trustees, II, October 8, 1810, p. 13.

<sup>195</sup> Washington College, Minutes of Trustees, April 26, September 26, 1815.

<sup>196</sup> Allegheny College, Minutes of Trustees, I, July 22, 1825, p. 308.

<sup>197</sup> Marshall College, Minutes of Trustees, April 24, 1837, pp. 28-29.

<sup>198</sup> Haverford College, Minutes of Managers, II, 12th Month 30, 1840.

<sup>199</sup> Westminster College, Minutes of Trustees, I, October 1, 1864, p. 114.

<sup>200</sup> Lafayette College, Minutes of Trustees, II, November 5, 1867, p. 189.

<sup>201</sup> Pennsylvania Female College, Pittsburgh, Minutes of Trustees, I, September 12, 1870, p. 27.

amount of Tuition Fees.”<sup>202</sup> Bryn Mawr College in 1883 announced its intention of establishing a limited number of scholarships and fellowships for worthy students.<sup>203</sup> At Juniata College (1889) the trustees set aside ten scholarships for “the purpose of aiding worthy young men in securing an education that will enhance their usefulness in the church and in the world.”<sup>204</sup> The Western University of Pennsylvania (1893) offered scholarships “according free tuition during the Freshman year” to a graduate of each of three secondary schools “who passes the highest examination for entrance to the University.”<sup>205</sup> Pennsylvania College (1895) established a “Student’s Loan Fund” to assist those requiring financial aid.<sup>206</sup>

**Rewards and Prizes.** Students were stimulated to attain proficiency in their studies and to observe propriety in their deportment by the promise of suitable rewards. Books were given as premiums to students at Washington College in 1808 for excelling “in literature.”<sup>207</sup> The trustees of the University of Pennsylvania (1813) proposed rewarding “such of the students as shall have distinguished themselves by obedience to the Statutes and Discipline of the University and by proficiency in their studies.”<sup>208</sup> Two prizes were offered biennially by the alumni association of Haverford College to students who submitted the best English essays.<sup>209</sup> Money premiums were awarded to members of the sophomore class of Bucknell University (1862) “for the two best essays and the best delivery of them.”<sup>210</sup> Prizes of twenty-five dollars each were offered at Muhlenberg College (1870) “to the best scholar in Mathematics in the Junior Class . . . for the best English Oration, as to manner and matter, in the Junior Class . . . for the best German Oration, as to manner and matter, in the Sophomore Class”; and to the “member of the Junior Class who shall write the best essay both in manner and matter on subject of Physiology.”<sup>211</sup>

<sup>202</sup> Swarthmore College, Minutes of Managers, I, 2nd Month 13, 1872, p. 137.

<sup>203</sup> Bryn Mawr College, *Circular No. 1* (November, 1883), 9-10.

<sup>204</sup> Juniata College, *Catalogue* (1888-89), 14.

<sup>205</sup> Western University of Pennsylvania, Minutes of Trustees, III, June 22, 1893, p. 300.

<sup>206</sup> Pennsylvania College, Minutes of Trustees, II, June 20, 1895, p. 367.

<sup>207</sup> Washington College, Minutes of Trustees, April 28, 1808.

<sup>208</sup> U.P., Minutes of Trustees, VI, November 23, 1813, p. 102.

<sup>209</sup> Haverford College, *Catalogue* (1858-59), 21.

<sup>210</sup> University at Lewisburg, *Catalogue* (1861-62), 21.

<sup>211</sup> Muhlenberg College, *Catalogue* (1869-70), 22; Agreement between J. W. Grubb and Dr. T. C. Yeager, Muhlenberg College, November 19, 1870, in Library, Muhlenberg College.



On commencement day, Villanova College (1871) distributed awards to students who "passed a satisfactory examination," and to those who exhibited "exemplary conduct and gentlemanly deportment."<sup>212</sup> The trustees of the Western University of Pennsylvania (1883) decided to reward "the student who at the end of the Soph. year after 1883 had made the best progress in English Literature" with the sum of twenty dollars, and "the student who holds the second rank" with the sum of fifteen dollars.<sup>213</sup> "Five prizes of \$10.00 worth of books each" were to be awarded by Swarthmore College "to the Sophomore and Freshman Classes, for excellence in Public Speaking, in the Spring of 1889."<sup>214</sup> The trustees of Pennsylvania State College (1893) appropriated twenty-five dollars "for the Junior Oratorical Prize."<sup>215</sup> Pennsylvania College (Gettysburg College) in 1893 received a donation of \$500, the interest from which was to be paid "to such member of the Sophomore class of each year, who shall have attained the highest average in Mathematics, provided the average reached (95) . . . ."<sup>216</sup>

**Employment Services.** In addition to these services, a few institutions in the nineteenth century provided employment for students who wished to work their way through college. The trustees of Jefferson College (1830) decided to purchase a farm so as to "give to all such students as may be so disposed, an opportunity to employ a part of their time in mechanical, horticultural and agricultural pursuits, with a view to the decrease of their expenses."<sup>217</sup> Allegheny College announced in 1837, "There are a farm and grounds for horticulture connected with the Institution. Any student may cultivate a piece of ground, which is furnished him without rent; he disposing of his own produce. A number of students find employment among the farmers and mechanics in the village and neighborhood."<sup>218</sup> The catalogue of Lafayette College (1842) informed students that they could spend "their hours of daily exercise in manual labour for their own pecuniary benefit . . . on the grounds adjacent to the college under the direction

<sup>212</sup> Villanova College, *Catalogue* (1870-71), 7.

<sup>213</sup> Western University of Pennsylvania, Minutes of Trustees, June 4, 1883, pp. 314-15.

<sup>214</sup> Swarthmore College, Minutes of Faculty, 5th Month 3, 1888, pp. 56-57.

<sup>215</sup> Pennsylvania State College, Minutes of Trustees, II, June 13, 1893, p. 35.

<sup>216</sup> Pennsylvania College, Minutes of Trustees, II, June 20, 1893, p. 345.

<sup>217</sup> Jefferson College, Minutes of Trustees, I, September 30, 1830, p. 136.

<sup>218</sup> Allegheny College, *Catalogue* (1837), 14.

of the steward and for such compensations as may be agreed upon between him and them."<sup>219</sup>

There were also students who possessed the talents of the entrepreneur. Indeed, so successful were a few young gentlemen from Dickinson College in promoting their individual enterprises that the trustees (1849), on the basis of a petition received from forty-eight complaining citizens of Carlisle, passed the following resolutions:

Whereas, it has been represented to the Board of Trustees of Dickinson College that some of the students in the institution are in the practice of purchasing merchandise for the purpose of reselling or retailing the same within the college bounds to their fellow students;—and that other students employ hands and mechanics living in Carlisle to work under them at different trades they are carrying on to the injury of the regular business men and mechanics of the said Borough, therefore to prevent the same it is hereby 1. Resolved, that from and after the passage of this resolution, no student shall traffic in, or retail any goods, wares, or merchandise, within the bounds of the college; and that the keeping of such goods, wares and merchandise for traffic or retail,—or the selling or retailing them to any student or students, within the bounds aforesaid, is hereby declared to be a violation of the college statutes by the person so offending. 2. Resolved, that it shall not be lawful, hereafter for any student or students residing in college, to hire or employ any hand or hands, mechanic or mechanics in the Borough of Carlisle, to assist or work for him or them in manufacture or repair of any article or articles to be used by, or sold to any other student or students in the college, and that the student or students so offending, will thereby violate the college statutes: Provided that nothing herein contained shall be construed so as to prevent the student himself from working at his trade or occupation.<sup>220</sup>

By and large, however, the establishment of employment bureaus to assist undergraduates and alumni to obtain suitable positions was a development of the twentieth century, despite the fact that the need for such organized services had long been felt. Writing in 1879, a prospective alumnus of Geneva College asked:

Are Colleges doing their duty in respect to their graduates? Is it not their duty to assist them in obtaining positions? Should not the Alma Mater have some regard for the future success of her children? Are not many college graduates forced into professions (for instance the ministry) for which they have

<sup>219</sup> Lafayette College, *Catalogue* (1841-42), 16.

<sup>220</sup> Dickinson College, *Minutes of Trustees*, IV, July 11, 1849, pp. 124-26.

neither desire nor fitness, simply because they have nothing else to which they can look for a livelihood? Now I do not attack the sacred profession with any ill-will, but simply instance it because I am best acquainted in that department, and feel that what I have stated are facts and apply to this as well as other professions. These questions are applicable to all colleges, but I wish it applied more directly to Geneva College. Is she doing her duty in this respect? Is she willing to help her sons and daughters, who are willing to help themselves? Has she done her duty in the past, and will she do it in the future?<sup>221</sup>

Grove City College partially answered the questions in 1917 by informing students of the employment possibilities afforded them by the college and the local industries.<sup>222</sup> In 1920 Haverford College announced the existence of an employment bureau "through which students may be put in touch with many kinds of remunerative employment."<sup>223</sup> The trustees of the University of Pennsylvania (1926) authorized a committee "to adopt and put into execution such plan of procedure as it may deem desirable in order to afford to students at the Univ. such opportunities for employment as they may from time to time desire, such work of the Committee to be under the immediate direction of the Director of the Employment Bureau, who shall be appointed by the President."<sup>224</sup> In 1940, the trustees of Pennsylvania State College directed their president to "(a) Organize a Placement Bureau at the College; (b) Define its functions and procedures; (c) Select and recommend to the Executive Committee a director and such other employees as may be necessary; (d) Provide an office with necessary equipment, supplies, etc., and (e) Take such other steps as may be deemed essential for the development of the project."<sup>225</sup>

**Counselling and Guidance.** Counselling and guidance services are also developments of the twentieth century. However, signs of their emergence began to appear in the latter part of the nineteenth century. In 1883, for example, the faculty of the Western University of Pennsylvania "Resolved that the students of the University be assigned to the Professors with the understanding that each Professor will be personally well acquainted with each student of his Company, with his standing in his studies & with his plans for the following

<sup>221</sup> Geneva College, *College Cabinet*, I (February, 1879), 88.

<sup>222</sup> Grove City College, Minutes of Trustees, January 16, 1917, p. 115.

<sup>223</sup> Haverford College, *Catalogue* (1919-20), 90.

<sup>224</sup> U.P., Minutes of Trustees, XIX, June 21, 1926, pp. 114-15.

<sup>225</sup> Pennsylvania State College, Minutes of Trustees, IV, January 27, 1940, p. 132.

year, so as to be able to advise the student & to give information to the students' parents & to the faculty when desired."<sup>226</sup> At the request of the provost (1887), the trustees of the University of Pennsylvania directed a committee "To bring to the notice of the Faculty . . . the question of making an arrangement by which students from abroad may be assigned to individual members of the Faculty for a measure of personal oversight."<sup>227</sup>

But, for the most part, organized counselling services emerged after the close of the nineteenth century. In 1901 Allegheny College announced: "The system of student advisers has been established in the college. Each student on registering is assigned to some member of the Faculty, who serves throughout the year as a special counsellor on all matters in which the student finds the need of frank and friendly advice. The relation between adviser and student is intended to be perfectly fraternal, without restraint on either side."<sup>228</sup> Lehigh University (1909) organized a "Conference Department" for freshmen and sophomores.<sup>229</sup> The Wharton School of the University of Pennsylvania initiated a system of faculty advisers to students, in 1914; and the trustees approved in principle (1920) "the organization of a Department of Student Welfare."<sup>230</sup> In 1935 Pennsylvania State College "established a Council on Student Welfare as an administrative unit for the correlation of offices and the improvement of services having to do with student welfare."<sup>231</sup>

These are but a few examples of the varied services which the colleges of Pennsylvania provide for their students. The life of the contemporary student, enriched by aid from many sources; enlivened by social affairs, and by clubs and organizations offering innumerable diversions; and stimulated by athletic activities which virtually cover the sports spectrum, is a far cry from the rugged, almost Spartan-like existence of his eighteenth and nineteenth century predecessor. Opinion is divided as to which of the two students—the product of the past, or the creation of the present—is capable of making the greater contribution to the progress of society.

<sup>226</sup> Western University of Pennsylvania, Minutes of Faculty, November 16, 1883, p. 58.

<sup>227</sup> U.P., Minutes of Trustees, XII, April 5, 1887, p. 307.

<sup>228</sup> Allegheny College, *Catalogue* (1900-1901), 62.

<sup>229</sup> Lehigh University, *Catalogue* (1908-1909), 84.

<sup>230</sup> U.P., Minutes of Trustees, XVI, December 14, 1914, pp. 165-66; XVIII, December 20, 1920, p. 141.

<sup>231</sup> Pennsylvania State College, Minutes of Trustees, IV, August 14, 1935, p. 16.



## CHAPTER XXVIII

### *Higher Education in Retrospect*

INSTITUTIONS of higher education in Pennsylvania, with but few exceptions, arose out of the need and the desire of religious denominations for a trained clergy. The ideological climate of the State offered few deterrents to the establishment of church-related seminaries of higher learning. Impediments to the founding of such institutions resided either in financial limitations or in the opposition of certain religious groups to higher education. Thus, the Presbyterians, the German Reformed, and the Lutherans were active during the Colonial period, albeit unsuccessfully, in promoting colleges and theological seminaries to serve their interests. On the other hand, there were those who were relatively late in organizing post-secondary institutions, despite their early appearance in the Province and their numerical and material capacity to do so. Among these may be included the Quakers and the German sectarians, whose religious tenets opposed a "hireling priesthood," and the Methodists and the Baptists, who were initially less concerned with the academic attainments of their clergy.

Though originally designed for the training of ministers, the church-related colleges could hardly remain immune from the forces in society which inexorably induce change. Survival demanded that degree of flexibility which would permit a shift in orientation corresponding to the emerging new social needs. Pennsylvania society, stimulated by the process of rapid industrialization, became increasingly more concerned with secular rather than with ecclesiastical needs. It required training for scientific and technological pursuits. The denominational colleges, if they were to continue, were constrained to respond to these demands. This they did, although their responses were by no means uniform or unopposed. In the main, where the ties with the church were loose or tenuous, the college moved with less reluctance; where the relationship was intimate or more pronounced, the college effected changes more slowly and hesitantly.

Despite an ostensibly favorable environment for the development of secular colleges and universities, the Commonwealth had few such institutions which survived. Lacking the organized support that religiously inclined institutions generally enjoyed, they were for the most part unable to compete successfully for the limited supply of students and the potential sources of pecuniary aid. Consequently, throughout the eighteenth century and the first half of the nineteenth century, the University of Pennsylvania occupied the anomalous position of sole secular survivor in a sea of ecclesiastically oriented colleges. Only later was it joined by the Farmers' High School (Pennsylvania State University). Society's demands for college-trained technicians under these circumstances had to be supplied by the existing church-related institutions. In turn, the colleges met these demands by shifting away from preparing for the ministry to training for secular living.

This change in orientation—slow, cautious, and lagging behind society's insistent clamor for it—manifested itself chiefly in the curriculum. Scientific and technical courses were adopted. Inchoate and lacking in precise formulation before 1850, these new programs at first mirrored the material and ideological imbalance characteristic of a society in transition from an agrarian to a predominantly industrial economy. Initially, technical studies were accorded only second-class citizenship. Regarded as subordinate, and even as alien, to the proper function of a college, independent scientific and technical curriculums gradually gained in strength until they achieved a status of equality with the liberal arts before the close of the first quarter of the twentieth century. Now, in the mid-twentieth century, their relative position with respect to the liberal arts has changed as a consequence of society's continuing demand for the training of greater numbers of scientists, engineers, and technicians and of the attempts of higher education to meet these demands. It is the liberal arts that are currently struggling to escape from eclipse into the light of public favor.

This curricular transformation was not restricted to the sciences and to technology. Other areas of vocational and cultural life began to reflect the advances in knowledge and technique and to demand recognition in the program of higher education. The growth and complexity of commerce and industry required training of personnel beyond that which was afforded by secondary schools. As society increased its material surpluses, more and more leisure time was afforded its members, and greater numbers were released from the productive

process to seek the benefits of music and the fine arts. Slowly, and frequently reluctantly, the colleges and universities established departments of business and finance, of music and the fine arts, and accorded them a recognized place in the curriculum. Where they were loathe to do so or responded less generously than was deemed necessary, new, independent schools arose, specifically designed to promote the new studies. As a consequence, scarcely a facet of life now fails to receive attention in the program of higher education.

Professional education in theology, medicine, law, and teaching also reflected the impact of society in transition. Relatively thin in their initial offerings, the programs of professional study gathered substance and depth as society's store of knowledge increased. Admission requirements were steadily raised until prospective candidates were required to offer evidence of collegiate as well as secondary school preparation before embarking on the study of theology, medicine, and law. This process of expansion and advancement exhibited the effects of the secularizing process influencing society as a whole. The curriculum of theological education, for example, eventually included such disciplines as psychology, sociology, and social work, indicating an enlarged conception of the meaning of spiritual life.

In this climate of evolution and profound change, the liberal arts could not remain unaffected. They, too, felt the influences of social transformation. At the same time they reflected the inhibiting effects of social lag and vested academic interests. The departure from theological tradition, which the curriculum of the College, Academy and Charitable School of Philadelphia represented in 1756, could not long survive in an intellectual climate dominated by ecclesiastical thought and, in the nineteenth century, by the doctrine of formal discipline. Eminently practical and utilitarian in tendency, the program of liberal studies promulgated by William Smith and his colleagues was soon revised to conform to the stereotyped conception of the objectives of the liberal arts. The ancient languages, mathematics, and science, with their presumed power to develop the "faculties" of the mind, were regarded as the *sine qua non* of the college curriculum. With the advent of the Industrial Revolution, however, Latin and Greek were forced to relinquish their dominant position and to assume roles of lesser importance. The rise of new disciplines and the atomization of the old, all demanding larger places in the program of higher education further reduced the time allotted to the ancient languages. As a consequence, it is the rare institution which

now requires either Latin or Greek for the Bachelor of Arts degree. Further, the line of demarcation formerly separating the so-called liberal from the vocational studies has largely disappeared, so that few concur as to what should constitute the content of the liberal arts curriculum. Despite divergent theories, a liberal education in Pennsylvania in the mid-twentieth century may be so designated, regardless of the disciplines it includes, if it frees the individual to develop as his inclinations and his capacities direct.

The influence of the social and material forces emerging in the latter half of the nineteenth century, which so profoundly affected the evolution of the liberal arts program, was further manifested in the development of graduate study. Sustained progress, intellectual and socioeconomic, requires knowledge in depth and new knowledge, both of which accrue from specialization and research. Such specialization, however, can best be provided in postgraduate programs specifically designed to foster and to stimulate research. But such programs are expensive and demand increased facilities and augmented instructional staffs. Consequently, they appeared late in the development of higher education and were consistently offered only by those institutions that possessed sufficient strength and wealth to maintain them. Influenced by foreign advanced education and confining themselves originally to the liberal arts, graduate studies were slowly expanded until they now embrace virtually every area of higher education. Their results, though difficult of precise measurement, have contributed to the expansion of the frontiers of knowledge. They have added depth to the disciplines whose content was thin, and they have served to verify the conviction that higher education contributes to, as well as draws from, the material and intellectual resources of society.

The liberalizing effects of the Industrial Revolution manifested themselves in ideological and social as well as material changes. Women, whose place had long been confined to the home, began to emerge from its shelter to enter industry, medicine, teaching, and social work. This relatively new phenomenon necessitated corresponding changes in the conception of what should constitute woman's proper sphere. The age-old custom of regarding her as little more than a homemaker could scarcely survive in an environment beckoning her to other fields. But if she were to fulfill her expanded role competently, she needed something more than the meager instruction hitherto afforded her. As a consequence stemming from the seminary



movement, colleges for women and coeducational institutions began to emerge after 1850. Handicapped by the restrictive bonds of tradition and by the misapprehension that the mind of woman was incapable of scaling the intellectual heights readily attained by her male counterpart, they offered programs of study that were inferior to those which obtained in colleges for men. However, as women demonstrated their capacity to undertake the higher studies and as the findings of modern psychology confirmed this fact which experience had established, doors hitherto closed to them were opened. Women were admitted to institutions from which they formerly had been excluded, and the programs they were permitted to pursue eventually achieved a status of parity with those afforded men.

Pennsylvania had long offered opportunities for limited post-secondary study to those whose objectives fell short of the full college program. In fact, she may have been the first in the nation to establish what would now be described as a junior college. But the promise of this pioneering start was not fulfilled. Not a single junior college established before 1925 remains to grace the present scene, and many of those founded later now entertain the hope of joining the ranks of the senior colleges. With the exception of the undergraduate centers established by Pennsylvania State University, no new institutions appear to be arising to fill the void created by those junior colleges which have passed out of existence and those which have advanced to degree-granting status. At best, the junior college movement in Pennsylvania in the mid-twentieth century can be described as static.

The control of higher education in Pennsylvania, aside from its unincorporated beginnings, has been invested in boards of trustees or managers operating under charters granted by an agency of State power. Only once in the history of higher education in the Commonwealth has the right of such legally constituted bodies to exercise their control been challenged by the State. During the American Revolution the legislature removed the faculty and trustees of the College, Academy and Charitable School of Philadelphia, mainly on the grounds that many of their actions and sympathies had been antagonistic to the newly emerging Commonwealth. Ten years later (1789), however, the General Assembly declared this act of their predecessors to have been illegal and restored the college and its property to those who had originally administered them. From that time on, higher education in Pennsylvania has been remarkably free from State domin-

ation or interference. The Commonwealth has aided its colleges and universities by contributing to their financial support. Largely at their insistence, it has enacted legislation setting minimum standards for degree-granting institutions. But it has refrained from dictating policy or from imposing its wishes with respect to the content of the curriculum.

Control, then, has resided in the hands of those who have been given the legal responsibility for guiding the destinies of the State's colleges and universities. It has not always been wisely exercised. Particularly during the nascent period of collegiate history, trustees in their overzealous concern with all matters affecting higher education, even the minutiae, frequently alienated those whose recognized function was the imparting of instruction. Relations between trustees and faculty were often strained because of the infringement of the former upon the proper prerogatives of the latter. As institutions grew in size and complexity and as administrators gained in wisdom from the unhappy experiences of the past, the functions of trustees and faculties became more sharply defined, and instructional staffs were given a larger measure of autonomy in matters which legitimately concerned them. Although occasional questions of academic freedom have arisen to mar the even tenor of institutional life, harmony rather than conflict characterizes the current relationship between faculties and trustees.

Perhaps one of the most vital of administrative responsibilities has been that of securing the finances with which to sustain the program of higher education. This crucial matter quite frequently revealed the nature of the relationships between college and community. The history of higher education in Pennsylvania establishes the fact that more than one institution suffered an early demise because of its inability to arouse local support in its behalf. On the other hand, there were many colleges and universities whose continued existence was attributable to the aid which their communities accorded them. But funds of a substantial nature, aside from State appropriations, stemmed from the beneficence of private individuals. Although these were often given generously, and occasionally without condition, their receipt was frequently predicated upon the adoption of a curriculum or a policy which the donors advocated. Higher education in Pennsylvania, consequently, has not been free of the control or influence which accompanies private pecuniary aid. At the same time, there is no evidence that federal appropriations, particularly to the land-grant

college, have had a deleterious effect on the policy and internal life of the recipient. The question, then, which confronts the colleges and universities of the Commonwealth is not whether federal or private contributions will result in some measure of control of education, but which of the two kinds they prefer.

A phenomenon of higher education in Pennsylvania has been its relative lack of leaders of national stature. Pennsylvania has had no more than two college presidents whose importance was comparable with that of Frederick A. P. Barnard of Columbia University or Charles Eliot of Harvard University. This is not to underestimate the great debt which higher education in the State owes to the labors of numerous dedicated men and women. But considering the large number of institutions, living and dead, which Pennsylvania has nurtured, there have been few whose leadership has extended much beyond the boundaries of the State. Three, however, gained a secure place in our national educational history. Benjamin Franklin is virtually without peer as an educational architect. William Smith, the first provost of the College, Academy and Charitable School of Philadelphia, with his College of Mirania and his curriculum of 1756, profoundly affected the course of colleges in the United States. Further, colleges for women everywhere owe an incalculable debt to Martha Carey Thomas of Bryn Mawr, who not only helped to raise the level of undergraduate study, but demonstrated by the example which her institution set that scholarship, research, and advanced graduate education were as much the province of women as of men.

Students, an essential part of a college or university, have exhibited in the past much the same talents for study and for play as do their modern counterparts. However, with respect to the opportunities afforded them, they have differed greatly. It was the rare institution which provided organized programs of physical education and athletics prior to 1850. These were not considered conducive to the promotion of desirable deportment and to habits of serious study. Franklin's proposals regarding provision for sports came to nought. The manual labor activities in which students participated in some of the colleges were frequently regarded as adequate sources of physical outlet, but these were short-lived. With the beginning of the second half of the nineteenth century, however, the colleges and universities began to feel the quickening pulse of interest in physical activities, stimulated, in part, by the examples of the German *Turnvereine*, the writings of prominent educators, the insistent demands of students, and the

alarm over the low status of physical fitness revealed by the experiences of the Civil War. Thereafter as the century progressed, physical education and athletics gradually found a place in the college program and eventually achieved the prominence which they enjoy at present. But this heightened regard for their importance by no means extends to according them equal status with intellectual pursuits, an ideal so admirably advanced by our Greek forerunners.

Aid to students, in the form of scholarship and guidance programs, was relatively lacking in the eighteenth and the larger part of the nineteenth centuries. Aside from occasional acts of legislature making appropriations to certain colleges on condition that a specified number of indigent students be trained as teachers for the common schools and aside from an infrequent bequest establishing a scholarship, pecuniary assistance was the exception rather than the rule, and always of slender proportions. Higher education was essentially class education, reserved largely for those who could afford its costs. There has been a growing tendency, of relatively recent origin, to spread the benefits of higher education more widely. Society, increasingly concerned with the enormous waste of potential talent lying fallow for want of financial resources essential for its cultivation, has been attempting to provide educational opportunities for the capable by means of scholarship programs established by both public and private agencies. Should this process continue, Pennsylvania may realize more fully what its early nineteenth-century educational leaders envisioned—a system of free public education extending from the elementary school to the university.



# TABULAR VIEW OF HIGHER EDUCATION

| <i>Institution</i>                                     | <i>Date of<br/>Charter<br/>as Degree-<br/>granting<br/>Inst.</i> | <i>Original<br/>Religious<br/>Affilia-<br/>tion</i> | <i>Date of<br/>Confer-<br/>ring 1st<br/>Deg.</i> | <i>Date of<br/>Demise</i> |
|--|--|---|--|---------------------------|
| Academy of the New Church                              | 1879   | New Church  | 1879   |                           |
| African College  | 1869   |   |  | 1869                      |
| African Institute                                      | See Cheyney State College  |   |  |                           |
| Agricultural College of Pennsylvania                   | See Pennsylvania State Uni-<br>versity                           |   |  |                           |
| Albright College                                       | 1895   | United Evangelical                                  | 1903   |                           |
| Albright Collegiate Institute                          | See Albright College   |   |  |                           |
| Allegheny College                                      | 1817   | Presbyterian  | 1821   |                           |
| Allegheny Institute and Mission<br>Church              | See Avery College  |   |  |                           |
| Allegheny Seminary of the Associate<br>Reformed Church | See Pittsburgh-Xenia Theo-<br>logical Seminary                   |   |  |                           |
| Allentown Bible Institute                              | See Eastern Pilgrim College                                      |   |  |                           |
| Allentown College for Women                            | See Cedar Crest College  |   |  |                           |
| Allentown Collegiate Institute and<br>Military Academy | 1867   |   |  | 1867                      |
| Allentown Female College                               | See Cedar Crest College  |   |  |                           |
| Alliance College                                       | 1948   | Catholic  | 1949   |                           |
| American College of Medicine in<br>Pennsylvania        | 1853   |   |  | 1872                      |
| American University of Philadelphia                    | 1867   |   |  | 1872?*                    |
| Andalusia College                                      | 1866   | Protestant-Episcopal                                | 1867   | 1873                      |
| Ashmun Institute                                       | See Lincoln University   |   |  |                           |
| Augustinian College of Villanova                       | See Villanova University   |   |  |                           |
| Avery College  | 1849   | Methodist   |  | 1873                      |
| Beaver College   | 1872   | Methodist   | 1884   |                           |
| Beulah Park Bible School                               | See Eastern Pilgrim College                                      |   |  |                           |
| Blairsville College for Women                          | 1893   |   | 1913   |                           |
| Blairsville Female Seminary                            | See Blairsville College for<br>Women                             |   |  |                           |
| Blairsville Seminary Association                       | See Blairsville College for<br>Women                             |   |  |                           |
| Bloomsburg Literary Institute                          | See Bloomsburg State College                                     |   |  |                           |
| Bloomsburg State College                               | 1926   |   | 1926   |                           |
| Bloomsburg State Teachers College                      | See Bloomsburg State College                                     |   |  |                           |
| Brethren's Normal College                              | See Juniata College  |   |  |                           |
| Bristol College  | 1834   | Episcopal   | 1836   | 1836                      |
| Bristol Collegiate Institute                           | See Bristol College  |   |  |                           |
| Bryn Mawr College                                      | 1896   | Quaker  | 1888 <sup>1</sup>                                |                           |
| Bucknell Junior College                                |  |   |  |                           |
| Bucknell University                                    | 1846   | Baptist   | 1851   |                           |

\* Question indicates lack of precise data as to the date of the institution's demise.

<sup>1</sup> Degrees conferred despite lack of charter provision to grant degrees. Charter amended in 1896, granting power to confer degrees.

TABULAR VIEW OF HIGHER EDUCATION—Continued

| <i>Institution</i>  | <i>Date of<br/>Charter<br/>as Degree-<br/>granting<br/>Inst.</i> | <i>Original<br/>Religious<br/>Affilia-<br/>tion</i> | <i>Date of<br/>Confer-<br/>ring 1st<br/>Deg.</i> | <i>Date of<br/>Demise</i> |
|---|--|---|--|---------------------------|
| Cabrini College   | 1957   | Catholic  |  |                           |
| California State College                                  | 1928   |   | 1928   |                           |
| California State Teachers College                         | See California State College                                     |   |  |                           |
| Carnegie Institute of Technology                          | 1912   |   | 1912   |                           |
| Cathedral College   | See Gannon College   |   |  |                           |
| Cedar Crest College                                       | 1926   | German Reformed                                     | 1895   |                           |
| Central Pennsylvania College                              | 1880   | Evangelical Asso-<br>ciation                        | 1889   | 1902                      |
| Central State Normal School                               | See Lock Haven State College                                     |   |  |                           |
| Chatham College   | 1869   | Presbyterian  | 1873   |                           |
| Cherry Tree Male and Female Col-<br>lege                  | 1868   |   |  | 1868?                     |
| Chestnut Hill College                                     | 1871 & 1928 <sup>2</sup>   | Catholic  | 1928   |                           |
| Cheyney State College                                     | 1932   |   | 1932   |                           |
| Cheyney State Teachers College                            | See Cheyney State College  |   |  |                           |
| Cheyney Training School for<br>Teachers                   | See Cheyney State College  |   |  |                           |
| Clarion State College                                     | 1927   |   | 1927   |                           |
| Clarion State Normal School                               | See Clarion State College  |   |  |                           |
| Clarion State Teachers College                            | See Clarion State College  |   |  |                           |
| College, Academy and Charitable<br>School of Philadelphia | 1755   |   | 1757   | 1791                      |
| College Misericordia                                      | 1927   | Catholic  | 1927   |                           |
| College of Mines  | 1871   |   |  | 1871?                     |
| College of St. Thomas Aquinas                             | See University of Scranton                                       |   |  |                           |
| Columbia University (Kittanning)                          | 1858   | Presbyterian  |  | 1870                      |
| Cottage Hill College                                      | 1868   | Methodist   | 1872   | 1888                      |
| Crozer Theological Seminary                               | 1867   | Baptist   | 1892   |                           |
| Cumberland Valley State Normal<br>School                  | See Shippensburg State College                                   |   |  |                           |
| Curry University  | 1884   |   |  | 1897                      |
| Curtis Institute of Music                                 | 1928   |   | 1934   |                           |
| Dickinson College   | 1783   | Presbyterian  | 1787   |                           |
| Dickinson School of Law                                   | 1890   |   | 1892   |                           |
| Divinity School of the Protestant<br>Episcopal Church     | 1896   | Protestant-<br>Episcopal                            | 1898   |                           |
| Drexel Institute of Technology                            | 1914   |   | 1915   |                           |
| Dropsie College   | 1907   | Jewish  | 1912   |                           |
| Duquesne College  | 1844 <sup>3</sup>  | Presbyterian  | 1844   | 1849                      |

<sup>2</sup>State Council of Education required college to obtain a new charter, despite degree-granting provisions contained in the original charter.

<sup>3</sup>Charter does not empower college to grant degrees.

TABULAR VIEW OF HIGHER EDUCATION—Continued

| <i>Institution</i>                            | <i>Date of<br/>Charter<br/>as Degree-<br/>granting<br/>Inst.</i> | <i>Original<br/>Religious<br/>Affilia-<br/>tion</i> | <i>Date of<br/>Confer-<br/>ring 1st<br/>Deg.</i> | <i>Date of<br/>Demise</i> |
|---|--|---|--|---------------------------|
| Duquesne University                           | 1882   | Catholic  | 1889   |                           |
| East Stroudsburg State College                | 1926   |   | 1926   |                           |
| Eastern Baptist Theological Seminary          | 1926   | Baptist   | 1926   |                           |
| Eastern Pilgrim College                       | 1954   | Pilgrim Holiness<br>Church                          | 1954   |                           |
| Eclectic Medical College of Penn-<br>sylvania | 1850   |   | 1852   | 1872                      |
| Edinboro State College                        | 1926   |   | 1926   |                           |
| Elizabethtown College                         | 1922   | German Baptist<br>Brethren                          | 1923   |                           |
| Emory Female College                          | 1864   |   | 1864   | ?                         |
| Evangelical School of Theology                | See Albright College   |   |  |                           |
| Fairmount Female College                      | 1865   |   |  | 1865                      |
| Farmers' High School                          | See Pennsylvania State<br>University                             |   |  |                           |
| Female Medical College of Pennsyl-<br>vania   | See Woman's Medical College<br>of Pennsylvania                   |   |  |                           |
| Franklin and Marshall College                 | 1850   | German Reformed                                     | 1853   |                           |
| Franklin College                              | 1787   | Lutheran and Ger-<br>man Reformed                   |  | 1849                      |
| Franklin Medical College                      | 1846   |   | 1847   | 1847                      |
| Gannon College                                | 1944   | Catholic  | 1945   |                           |
| Geneva College                                | 1850 <sup>4</sup><br>1883 <sup>5</sup>                           | Reformed Presby-<br>terian                          | 1851   |                           |
| Geneva Hall                                   | See Geneva College   |   |  |                           |
| Gettysburg College                            | 1832   | Lutheran  | 1834   |                           |
| Grove City College                            | 1884   | Presbyterian  | 1881 <sup>6</sup><br>1885                        |                           |
| Gwynedd-Mercy Junior College                  |  |   |  |                           |
| Haddington College                            | 1836   |   |  | 1839                      |
| Hahnemann Medical College                     | 1853   |   | 1868   |                           |
| Hahnemann University of Medicine              | 1861   |   |  | 1861?                     |
| Harcum Junior College                         |  |   |  |                           |
| Harford University                            | 1850   |   |  | 1865                      |
| Harmonia Sacred Music Society                 | 1857   |   |  | ?                         |
| Haverford College                             | 1856   | Quaker  | 1856   |                           |
| Hebrew Education Society of Phila-<br>delphia | See Maimonides College   |   |  |                           |
| Hershey Junior College                        |  |   |  |                           |

<sup>4</sup> Date of charter as Ohio corporation.

<sup>5</sup> Date of charter as Pennsylvania corporation.

<sup>6</sup> Degrees conferred despite lack of charter provision to confer degrees.

TABULAR VIEW OF HIGHER EDUCATION—Continued

| <i>Institution</i>                              | <i>Date of<br/>Charter<br/>as Degree-<br/>granting<br/>Inst.</i> | <i>Original<br/>Religious<br/>Affilia-<br/>tion</i> | <i>Date of<br/>Confer-<br/>ring 1st<br/>Deg.</i> | <i>Date of<br/>Demise</i> |
|---|--|---|--|---------------------------|
| Homeopathic Medical College of Pennsylvania     | 1848   |   | 1849   | 1869                      |
| Immaculata College                              | 1920   | Catholic  | 1925   |                           |
| Independent Medical School of Penn-<br>sylvania | 1854   |   |  | 1854                      |
| Indiana State College                           | 1926   |   | 1926   |                           |
| Irving College                                  | 1857   | Methodist   | 1858 <sup>7</sup><br>1860 <sup>8</sup>           | 1929                      |
| Irving Female College                           | See Irving College   |   |  |                           |
| Jefferson College                               | 1802   | Presbyterian  | 1802   | 1865                      |
| Jefferson Medical College                       | 1838   |   | 1826 <sup>9</sup>                                |                           |
| Juniata College                                 | 1878   | German Baptist<br>Brethren                          | 1897   |                           |
| Keystone Academy and Junior Col-<br>lege        |  |   |  |                           |
| Keystone State Normal School                    | See Kutztown State College                                       |   |  |                           |
| King's College                                  | 1946   | Catholic  | 1950   |                           |
| Kittanning Collegiate School                    | See Lambeth College  |   |  |                           |
| Kittanning University                           | See Columbia University<br>(Kittanning)                          |   |  |                           |
| Kutztown State College                          | 1926   |   | 1926   |                           |
| Lafayette College                               | 1826   | Presbyterian  | 1836 <sup>10</sup><br>1837                       |                           |
| Lambeth College                                 | 1868   | Protestant Episcopal                                |  | 1876                      |
| Lancaster County Normal School                  | See Millersville State College                                   |   |  |                           |
| La Salle College                                | 1863 <sup>11</sup>   | Catholic  | 1869   |                           |
| Laurel Hill College                             | 1835   | Catholic  |  | 1835                      |
| Lebanon Valley College                          | 1867   | United Brethren<br>in Christ                        | 1870   |                           |
| Lehigh College for Young Ladies                 | See Cedar Crest College  |   |  |                           |
| Lehigh Female College                           | See Cedar Crest College  |   |  |                           |
| Lehigh University                               | 1866   | Protestant Episcopal                                | 1869   |                           |
| Lincoln University                              | 1854   | Presbyterian  | 1868   |                           |
| Lock Haven Law School                           | 1854   |   |  | 1854?                     |

<sup>7</sup> Mistress of English Literature degree.

<sup>8</sup> Bachelor of Arts degree.

<sup>9</sup> Degrees conferred as a department of Jefferson College.

<sup>10</sup> Minutes of Trustees made no mention of degrees conferred in 1836. They do for the conferring of all subsequent degrees beginning with 1837. Catalogue of 1844-45, p. 5, is source for 1836 date.

<sup>11</sup> Neither the original charter nor subsequent amendments empower the college to grant degrees. In 1912 the College and University Council recognized La Salle College as of college rank.



TABULAR VIEW OF HIGHER EDUCATION—Continued

| <i>Institution</i>                              | <i>Date of<br/>Charter<br/>as Degree-<br/>granting<br/>Inst.</i> | <i>Original<br/>Religious<br/>Affilia-<br/>tion</i> | <i>Date of<br/>Confer-<br/>ring 1st<br/>Deg.</i> | <i>Date of<br/>Demi-<br/>se</i> |
|---|--|---|--|---------------------------------|
| Lutheran Theological Seminary<br>(Gettysburg)   | 1897   | Lutheran  | 1899   |                                 |
| Lutheran Theological Seminary<br>(Philadelphia) | 1915   | Lutheran  | 1917   |                                 |
| Lycoming College                                | 1860 <sup>12</sup><br>1948                                       | Methodist   | 1861 <sup>12</sup><br>1949                       |                                 |
| Madison College (Uniontown)                     | 1827   | Methodist   | 1840   | 1857                            |
| Madison College                                 | 1868   |   |  | 1868?                           |
| Maimonides College                              | 1849 <sup>13</sup>   | Jewish  |  | 1873                            |
| Manor Junior College                            |  |   |  |                                 |
| Mansfield State College                         | 1926   |   | 1926   |                                 |
| Mansfield State Normal School                   | See Mansfield State College                                      |   |  |                                 |
| Marshall College                                | 1836   | German Reformed                                     | 1837   |                                 |
| Maryknoll Apostolic College<br>(Junior College) |  |   |  |                                 |
| Marywood College                                | 1917   | Catholic  | 1919   |                                 |
| Meadville Theological School                    | 1911   | Unitarian   | 1881 <sup>14</sup>                               | 1926 <sup>15</sup>              |
| Medical College of Philadelphia                 | 1839 <sup>16</sup>   |   |  | ?                               |
| Medico-Chirurgical College of Phila-<br>delphia | 1867   |   | 1882   | 1916                            |
| Mercersburg College                             | 1865   | German Reformed                                     | 1871   | 1880                            |
| Mercyhurst College                              | 1928   | Catholic  | 1929   |                                 |
| Messiah Bible College                           | See Messiah College  |   |  |                                 |
| Messiah College                                 | 1951   | Brethren in Christ                                  | 1951   |                                 |
| Metzger College                                 | 1881 <sup>17</sup>   |   | 1893   | 1909                            |
| Millersville State College                      | 1927   |   | 1927   |                                 |
| Millersville State Normal School                | See Millersville State College                                   |   |  |                                 |
| Missionary Institute                            | See Susquehanna University                                       |   |  |                                 |
| Monongahela College                             | 1871   | Baptist   | 1876   | 1888                            |
| Moore Institute                                 | 1932   |   | 1935   |                                 |
| Moravian College                                | 1863   | Moravian  | 1870   |                                 |
| Moravian Seminary and College for<br>Women      | 1863   | Moravian  | 1896 <sup>18</sup><br>1911                       | 1954                            |

<sup>12</sup> Although as Williamsport-Dickinson Seminary the charter empowered the trustees to confer degrees, the institution was essentially secondary in nature.

<sup>13</sup> College operated under the charter of the Hebrew Education Society of Philadelphia. Classes were first held in 1867.

<sup>14</sup> Theological School conferred degrees despite the fact that it was not empowered by charter provision to do so until 1911.

<sup>15</sup> Moved to Chicago.

<sup>16</sup> An association rather than a teaching institution.

<sup>17</sup> No record of incorporation.

<sup>18</sup> Bachelor of Literature degree for a course of questionable college rank.

TABULAR VIEW OF HIGHER EDUCATION—Continued

| <i>Institution</i>                               | <i>Date of<br/>Charter<br/>as Degree-<br/>granting<br/>Inst.</i> | <i>Original<br/>Religious<br/>Affilia-<br/>tion</i> | <i>Date of<br/>Confer-<br/>ring 1st<br/>Deg.</i> | <i>Date of<br/>Dis-<br/>mise</i> |
|--|--|---|--|----------------------------------|
| Mount Aloysius Academy and Junior College        |  |   |  |                                  |
| Mount Mercy College                              | 1933   | Catholic  | 1933   |                                  |
| Mount Pleasant College                           | 1851   | United Brethren<br>In Christ                        |  | 1858                             |
| Mount Pleasant Union College                     | 1858   |   |  | 1861                             |
| Mount Saint Joseph College                       | See Chestnut Hill College  |   |  |                                  |
| Muhlenberg College                               | 1867   | Lutheran  | 1868   |                                  |
| National Agricultural College                    | 1948   | Jewish  | 1950   |                                  |
| Nautical and Engineering College of Philadelphia | 1867   |   |  | 1867?                            |
| North American Academy of Homoeopathic Medicine  | 1836   |   |  | 1839                             |
| Penn Hall Preparatory School and Junior College  |  |   |  |                                  |
| Penn Medical College of Philadelphia             | See Penn Medical University                                      |   |  |                                  |
| Penn Medical University                          | 1853   |   | 1857   | 1879                             |
| Pennsylvania College                             | See Gettysburg College   |   |  |                                  |
| Pennsylvania College for Women                   | See Chatham College  |   |  |                                  |
| Pennsylvania College of Dental Surgery           | 1856   |   | 1857   | 1909                             |
| Pennsylvania College of Veterinary Surgeons      | 1866   |   |  | ?                                |
| Pennsylvania Female College (Harrisburg)         | 1853   |   | 1854   | 1861                             |
| Pennsylvania Female College (Montgomery County)  | 1853   |   | 1853   | 1880                             |
| Pennsylvania Female College (Pittsburgh)         | See Chatham College  |   |  |                                  |
| Pennsylvania Military College                    | 1862   |   | 1867   |                                  |
| Pennsylvania Military Institute                  | 1852   |   |  | 1852?                            |
| Pennsylvania Museum and School of Industrial Art | See Philadelphia Museum School of Art                            |   |  |                                  |
| Pennsylvania State College                       | See Pennsylvania State University                                |   |  |                                  |
| Pennsylvania State College of Optometry          | 1923   |   | 1924   |                                  |
| Pennsylvania State University                    | 1855   |   | 1861   |                                  |
| Philadelphia College of Apothecaries             | See Philadelphia College of Pharmacy                             |   |  |                                  |
| Philadelphia College of Dentistry                | 1850   |   | 1853   | 1856                             |
| Philadelphia College of Medicine                 | 1847   |   | 1847   | 1859                             |

TABULAR VIEW OF HIGHER EDUCATION—Continued

| <i>Institution</i>   | <i>Date of<br/>Charter<br/>as Degree-<br/>granting<br/>Inst.</i>    | <i>Original<br/>Religious<br/>Affilia-<br/>tion</i> | <i>Date of<br/>Confer-<br/>ring 1st<br/>Deg.</i> | <i>Date of<br/>Dis-<br/>cuss-<br/>ion</i> |
|--|---|---|--|---|
| Philadelphia College of Osteopathy                               | 1933  |   | 1900 <sup>19</sup>                               |   |
| Philadelphia College of Pharmacy<br>and Science                  | 1878  |   | 1826 <sup>20</sup>                               |   |
| Philadelphia Dental College                                      | 1863  |   | 1864   | 1906                                      |
| Philadelphia Female College                                      | 1874  |   |  | 1874?                                     |
| Philadelphia Medico-Legal College                                | 1853  |   |  | 1853?                                     |
| Philadelphia Military College                                    | 1863  |   |  | 1863?                                     |
| Philadelphia Museum School of Art                                | 1939  |   | 1941   |   |
| Philadelphia Polyclinic and College<br>for Graduates in Medicine | 1883  |   |  | 1918                                      |
| Philadelphia Post-Graduate School<br>of Homoeopathics            | 1891  |   |  | 1899                                      |
| Philadelphia School for Christian<br>Workers                     | See Tennent College of<br>Christian Education                       |   |  |   |
| Philadelphia School of Design for<br>Women                       | See Moore Institute   |   |  |   |
| Philadelphia Textile Institute                                   | 1941 <sup>21</sup><br>1949 <sup>22</sup>                            |   | 1943   |   |
| Philadelphia Theological School                                  | See Temple University   |   |  |   |
| Philadelphia Theological Seminary<br>of St. Charles Borromeo     | 1835  | Catholic  | 1928 <sup>23</sup>                               |   |
| Philadelphia University of Medicine<br>and Surgery               | See Eclectic Medical College<br>and American College of<br>Medicine |   |  |   |
| Pittsburgh Catholic College of the<br>Holy Ghost                 | See Duquesne University   |   |  |   |
| Pittsburgh College of Dental Sur-<br>gery                        | See University of Pittsburgh  |   |  |   |
| Pittsburgh College of Pharmacy                                   | 1878  |   | 1879   | 1896 <sup>24</sup><br>1948 <sup>25</sup>  |
| Pittsburgh Female College  | 1854  | Methodist   | 1857 <sup>26</sup>                               | 1896                                      |
| Pittsburgh Theological Seminary                                  | See Pittsburgh-Xenia<br>Theological Seminary                        |   |  |   |
| Pittsburgh-Xenia Theological Semi-<br>nary                       | 1914  | United Presbyterian                                 | 1914   |   |

<sup>19</sup> Operated prior to 1933 as a foreign corporation chartered by the State of New Jersey in 1899. The original charter makes no mention of degree-granting powers.

<sup>20</sup> Original charter of 1822 made no mention of degree-granting powers.

<sup>21</sup> Empowered to grant degrees in textile engineering as a department of the Philadelphia Museum School of Art.

<sup>22</sup> Chartered as a separate degree-granting institution.

<sup>23</sup> Made retroactive to include the graduates ordained to the priesthood in 1906.

<sup>24</sup> Affiliated with University of Pittsburgh.

<sup>25</sup> Organically merged with University of Pittsburgh.

<sup>26</sup> Mistress of Liberal Arts degree.

TABULAR VIEW OF HIGHER EDUCATION—Continued

| <i>Institution</i>                               | <i>Date of<br/>Charter<br/>as Degree-<br/>granting<br/>Inst.</i> | <i>Original<br/>Religious<br/>Affilia-<br/>tion</i> | <i>Date of<br/>Confer-<br/>ring 1st<br/>Deg.</i> | <i>Date of<br/>Demise</i> |
|--|--|---|--|---------------------------|
| Polish National Alliance College                 | See Alliance College   |   |  |                           |
| Polytechnic College of the State of Pennsylvania | 1853   |   | 1858   | 1890                      |
| Polytechnic Institute of Western Pennsylvania    | 1879   |   |  | 1879?                     |
| Porter University of Tarentum                    | 1866   |   |  | 1866?                     |
| Powers College of Pharmacy and Chemistry         | 1889   |   |  | 1889?                     |
| Rittenhouse College (Bedford County)             | 1850   |   |  | 1850?                     |
| Rittenhouse College (Philadelphia)               | 1837   |   |  | 1837?                     |
| Rosemont College                                 | 1922   | Catholic  | 1925   |                           |
| St. Fidelis College and Seminary                 | 1950   | Catholic  |  |                           |
| St. Francis College                              | 1920   | Catholic  | 1914   |                           |
| St. Gregory's College                            | 1871   | Catholic  |  | 1871?                     |
| St. Joseph's College (Philadelphia)              | 1928   | Catholic  | 1858 <sup>27</sup>                               |                           |
| St. Joseph's College (Susquehanna County)        | 1860   | Catholic  |  | 1864                      |
| St. Vincent College                              | 1870   | Catholic  | 1871   |                           |
| Saunders College                                 | 1870   |   |  | 1870?                     |
| Schuylkill College                               | 1882<br>1923 <sup>28</sup>                                       | Evangelical Asso-<br>ciation                        | 1887   | 1928                      |
| Seton Hill College                               | 1885 <sup>29</sup><br>1918                                       | Catholic  | 1919   |                           |
| Shippensburg State College                       | 1926   |   | 1926   |                           |
| Shippensburg State Teachers College              | See Shippensburg State College                                   |   |  |                           |
| Slippery Rock State College                      | 1926   |   | 1926   |                           |
| Slippery Rock State Teachers College             | See Slippery Rock State College                                  |   |  |                           |
| Southern Philadelphia Medical College            | 1853   |   |  | 1853?                     |
| South-Western Normal College                     | See California State College                                     |   |  |                           |
| Susquehanna Female College                       | 1858   | Lutheran  |  | 1873                      |
| Susquehanna University                           | 1858   | Lutheran  | 1896   |                           |
| Swarthmore College                               | 1864   | Quaker  | 1873   |                           |
| Temple University                                | 1891   | Baptist   | 1901   |                           |

<sup>27</sup> Degrees conferred despite lack of charter provision to grant degrees. Charter amended in 1928 granting power to confer degrees.

<sup>28</sup> Chartered as a seminary in 1882 with degree-granting powers, it was not accorded State recognition until 1923, when, with the approval of the State Council of Education, the seminary's charter was amended, its name was changed to Schuylkill College, and its right to confer degrees was confirmed.

<sup>29</sup> Chartered as St. Joseph's Academy with the power to confer degrees.



TABULAR VIEW OF HIGHER EDUCATION—Continued

| <i>Institution</i>  | <i>Date of<br/>Charter<br/>as Degree-<br/>granting<br/>Inst.</i> | <i>Original<br/>Religious<br/>Affilia-<br/>tion</i> | <i>Date of<br/>Confer-<br/>ring 1st<br/>Deg.</i> | <i>Date of<br/>Discon-<br/>tinuance</i> |
|---|--|---|--|---|
| Tennent College   | 1928   | Presbyterian and<br>Reformed                        | 1932 <sup>30</sup><br>1933                       | 1943 <sup>31</sup>                      |
| Theological Seminary of the Asso-<br>ciate Reformed Synod of the West                           | See Pittsburgh-Xenia<br>Theological Seminary                     |   |  |   |
| Theological Seminary of the Evan-<br>gelical and Reformed Church                                | 1913   | German Reformed                                     | 1900 <sup>32</sup><br>1914                       |   |
| Theological Seminary of the Evan-<br>gelical Lutheran Church                                    | See Lutheran Theological<br>Seminary (Philadelphia)              |   |  |   |
| Theological Seminary of the General<br>Synod of the Evangelical Lutheran<br>Church              | See Lutheran Theological<br>Seminary (Gettysburg)                |   |  |   |
| Theological Seminary of the Re-<br>formed Episcopal Church                                      | 1887   | Reformed<br>Episcopal                               | 1895   |   |
| Theological Seminary of the Re-<br>formed Presbyterian Church in<br>North America <sup>33</sup> |  | Reformed<br>Presbyterian                            |  |   |
| Thiel College   | 1870   | Lutheran  | 1874   |   |
| Tracy University <sup>34</sup>  |  |   |  | 1876?                                   |
| Union Law School  | 1854   |   |  | 1854?                                   |
| United States Chemical and Metal-<br>lurgical College   | 1868   |   |  | 1868?                                   |
| University at Lewisburg   | See Bucknell University  |   |  |   |
| University of the Holy Ghost  | See Duquesne University  |   |  |   |
| University of Northern Pennsylvania   | 1848   | Methodist   |  | 1856                                    |
| University of Pennsylvania  | 1791 <sup>35</sup>   |   | 1793   |   |
| University of Pittsburgh  | 1819   | Presbyterian  | 1823   |   |
| University of St. Augustine   | 1867   | Episcopal   |  | 1867?                                   |
| University of Scranton  | 1924   | Catholic  | 1917 <sup>36</sup><br>1925                       |   |
| University of the State of Pennsyl-<br>vania  | 1779 <sup>37</sup>   |   | 1780   | 1791                                    |
| Ursinus College   | 1869   | German Reformed                                     | 1873   |   |
| Valley Forge Military Academy and<br>Junior College   |  |   |  |   |
| Veterinary College of Philadelphia  | 1852   |   |  | 1872                                    |

<sup>30</sup> Degrees awarded to students who completed their final year of college work elsewhere.

<sup>31</sup> Moved to Princeton, New Jersey, to become the Graduate School of Christian Education of the Princeton Theological Seminary.

<sup>32</sup> Degree conferred by Franklin and Marshall College on one seminary graduate.

<sup>33</sup> Charter of 1856 does not empower seminary to confer degrees, nor has the seminary ever done so.

<sup>34</sup> Chartered in 1876 without degree-conferring powers.

<sup>35</sup> See College, Academy and Charitable School of Philadelphia.

<sup>36</sup> Conferred degrees without benefit of a charter.

<sup>37</sup> See College, Academy and Charitable School of Philadelphia.

TABULAR VIEW OF HIGHER EDUCATION—Continued

| <i>Institution</i>                           | <i>Date of<br/>Charter<br/>as Degree-<br/>granting<br/>Inst.</i> | <i>Original<br/>Religious<br/>Affilia-<br/>tion</i> | <i>Date of<br/>Confer-<br/>ring 1st<br/>Deg.</i> | <i>Date of<br/>Demi-<br/>se</i>          |
|--|--|---|--|--|
| Villa Maria College                          | 1894<br>1928 <sup>38</sup>                                       | Catholic  | 1928   |  |
| Villa Maria College (Immaculata, Pa.)        | See Immaculata College   |   |  |  |
| Villanova University                         | 1848   | Catholic  | 1855   |  |
| Volant College                               | 1890   |   | 1902   | 1911                                     |
| Washington and Jefferson College             | 1865 <sup>39</sup>   | Presbyterian  | 1866   |  |
| Washington College                           | 1806   | Presbyterian  | 1808   | 1865                                     |
| Waynesburg College                           | 1850   | Presbyterian  | 1853   |  |
| Wesleyan Female College                      | 1861   |   |  | 1861?                                    |
| West Chester State College                   | 1926   |   | 1926   |  |
| West Chester State Teachers College          | See West Chester State College                                   |   |  |  |
| Western Pennsylvania Medical College         | 1883   |   | 1887   | 1892 <sup>40</sup><br>1908 <sup>41</sup> |
| Western Pennsylvania Military Academy        | 1867   |   |  | 1867?                                    |
| Western Theological Seminary                 | 1907   | Presbyterian  | 1910   |  |
| Western University of Pennsylvania           | See University of Pittsburgh                                     |   |  |  |
| Westminster College                          | 1859   | Associate Presbyterian                              | 1854 <sup>42</sup><br>1859                       |  |
| Westminster Theological Seminary             | 1939   | Presbyterian  | 1939   |  |
| Westmoreland College                         | 1862   | German Reformed                                     | 1864   | 1872                                     |
| Wilkes College                               | 1947   |   | 1948 <sup>43</sup><br>1950                       |  |
| William Penn College                         | 1848   |   |  | 1848?                                    |
| Williamsport Dickinson Seminary              | See Lycoming College   |   |  |  |
| Wilson College                               | 1869   | Presbyterian  | 1873   |  |
| Wilson Female College                        | See Wilson College   |   |  |  |
| Wistar Medical College                       | 1855   |   |  | 1855?                                    |
| Woman's Medical College                      | 1850   |   | 1851   |  |
| Wyomissing Polytechnic Institute             |  |   |  |  |
| York Collegiate Institute and Junior College |  |   |  |  |

<sup>38</sup> State Council of Education required the Sisters of Saint Joseph to obtain a new charter to achieve the status of a degree-granting college.

<sup>39</sup> See Washington College and Jefferson College.

<sup>40</sup> Became the Medical Department of the Western University of Pennsylvania (University of Pittsburgh) with the university conferring the degrees in medicine.

<sup>41</sup> Relinquished its charter.

<sup>42</sup> Degrees conferred despite lack of charter provision to grant degrees.

<sup>43</sup> Degrees conferred by Bucknell University on graduates of Wilkes College up to and including the class of 1949.

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